

THE RELATIONSHIP BETWEEN ORGANIZATIONAL CLIMATE
AND JOB SATISFACTION AS REPORTED BY
COMMUNITY COLLEGE PRESIDENTS

By

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The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as perceived by community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience as a college president. The organizational climate factors used in this study were internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns. The job

satisfaction variables included participation in decision-making, power, relationships with peers, relationships with subordinates, relationships with supervisors, salary, benefits, and professional effectiveness.

All community college presidents who are members of the American Association of Community Colleges were invited to participate in the research survey. A copy of the survey and a postage-paid return envelope were sent to all potential subjects. The original survey used in this research was derived from literature related to job satisfaction and organizational climate.

Through a close analysis of the survey responses, it is evident that several of the organizational climate factors were significantly related to job satisfaction for community college presidents. Those factors were regard for personal concerns, internal communication, organizational structure, and professional development opportunities. Furthermore, the most important job satisfaction variable for community college presidents was their relationship with the board of trustees or supervisor.

One conclusion was drawn from the study: If boards of trustees want to enhance the job satisfaction of presidents, there must be a regard for their personal concerns, the lines of communication must be open, the organizational structure of the college must be followed, and opportunities for professional development must be afforded.

CHAPTER 1 INTRODUCTION

Until the 1930s, there was little interest in the study of job satisfaction. Job performance and maximizing worker output were the major areas of study (Wanous, 1976). Interest developed when Elton Mayo and other researchers conducted several experiments at the Western Electric Hawthorne plant near Chicago, Illinois. The experiment was designed to determine the optimum level of illumination in a shop for maximum production. After the Hawthorne Studies were completed, it was found that there was no direct, simple relationship between the illumination level and the production output of the workers (Lunenburg & Ornstein, 1991).

After the researchers pondered the surprising results from the first experiments, the investigators sought to answer other questions. What is the attitude of employees toward their work and toward the company? Do employees actually become tired? Are pauses for rest desirable? One major finding was the realization that human variability is an important determinant of productivity (Lunenburg & Ornstein, 1991). The researchers learned that patterns established among the workers influenced worker behavior

more than the deliberate controls imposed on the physical working condition. This discovery questioned the previously held belief that human workers behaved like machines, therefore, there was only one way to do a given task (Lunenburg & Ornstein, 1991; Roethlisberger & Dickson, 1939).

The Hawthorne Studies are considered one of the major research experiments that contributed to the study of employee motivation and job satisfaction. Furthermore, Mayo's studies revealed that perception and job satisfaction among employees are factors that relate to job performance (Mayo, 1933). As a result of these studies, the basis for the human relations movement was established.

Zytowski (1968) defined job satisfaction as being "proportionate to the degree that the elements of the job satisfy the particular needs which the person feels most strongly" (p. 399). Another definition of job satisfaction is a person's attitude or emotional response (either positive or negative) toward his or her place of work (Beck, 1990; McCormick & Ilgen, 1980; Nkereuwem, 1990). In recent years, much research has been done on job satisfaction, and it is evident that the issue of job satisfaction is extremely difficult to understand. Situations, organizational change and culture, and individuals are all critical elements that are related to one's understanding of job satisfaction.

The idea of job satisfaction in accordance with organizational climate theory also has been researched. Organizational climate refers to the personality of an organization. Climate is an accumulation of intangible perceptions that individuals have of various aspects of the work environment of an organization (Deas, 1994; Owen, 1991; Steers & Porter, 1975). Organizational climate also can be defined as the characteristics of the total environment (Lunenburg & Ornstein, 1991). In Educational Administration: Concepts and Practices (1991), an organizational climate comprises four dimensions as follow:

1. Ecology refers to the physical and material factors in the organization.
2. Milieu is the social dimension in the organization.
3. Social system to the organizational and administrative structure of the organization.
4. Culture refers to the values, belief systems, norms, and ways of thinking that are characteristic of the people in the organization.

Terms often used to describe organizational climate include (a) open, (b) warm, (c) easygoing, (d) informal, (e) cold, (f) hostile, (g) rigid, or (h) closed (Lunenburg & Ornstein, 1991).

Some research has been done on the relationship between job satisfaction theory and organizational climate theory in

the context of education. Job satisfaction and organizational climate theories differ in education from those of business and industry. In education, the focus is on teaching and learning and student outcomes while business and industry emphasize production and profit. Increased attention about how organizational climate and job satisfaction relates to institutional effectiveness, however, has developed in light of recent criticisms involving quality and accountability in education (Report of the Wingspread Group of Higher Education, 1993). Through a close examination of the quality of education in the United States now, it is evident that new and creative ways for dealing with higher learning are needed. The organizational climate at Palomar Community College was assessed by Barr (1988). The college believed that a better understanding of organizational climate would provide a basis for improving productivity, motivation, and satisfaction on the workers' part in the organization. Therefore, specific research within the context of organizational climate in postsecondary education is timely, needed, and appropriate (Barr, 1988).

✓ The community college continues to be the most important higher education innovation of the 20th century (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). The mission of this segment of higher education is teaching and learning. Community college leaders are making strides to

improve the quality of education for students and to enhance job satisfaction not only for faculty and staff but also for administration. By the year 2000, there will be a need at the community college level for outstanding leadership that promotes job satisfaction and encourages an open and warm organizational climate (Vaughan, 1989).[✓] The most successful community colleges of the 21st century will be those that promote shared leadership, needs assessment, accountability, teaching, involvement, continuous learning, and job satisfaction; they will not need strict governance, control, and centralized decision-making (Alfred & Carter, 1993; Vaughan, 1986).

The success of any community college will depend to some degree on the president. The college president is responsible for seeing that the institution is managed effectively and efficiently. The function of the president is three-fold. He or she manages the institution, creates the campus climate along with the board of trustees and interprets and communicates the institution's mission (Vaughan, 1989; Lee & VanHorn, 1983). The college president must demonstrate through words and deeds that an educational institution's reason for existence is the discovery, examination, analysis, organization, and transfer of knowledge (Vaughan, 1989).

[✓]Specifically, at any given community college, the president is responsible for all aspects of the community

college program. He or she serves as the liaison between the board of trustees and the administration, faculty, staff, and students. He or she is responsible for the development of the instructional program of the college. Furthermore, his or her responsibility also includes budget preparation, personnel administration, public relations, legislative liaison, and overall supervision of the total community college program (Florida Community College Handbook, 1995).

The community college president is usually held in high esteem. Faculty, administration, and students look to him or her for guidance and direction. Furthermore, the board of trustees depends on the president to execute all laws and rules. Therefore, many difficult issues face the president on a day-to-day basis, such as hiring and firing, tenure and promotion, equity and accountability, and interpretation of climate by others--just to name a few. Consequently, the responsibilities of the president have intensified and become more complex (Walker, 1979; Vaughan, 1989). The American Council on Education reported that nationally there is an overwhelming turnover of top level college administrators. Some researchers believed that it is due to job dissatisfaction, stress, and burnout. Turnover among chief administrators at colleges is costly and is related to job satisfaction (Glick, 1992; Vaughan, 1986).

Purpose

The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as applied to community college presidents. Furthermore, this study was to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience as a college president.

The research questions are as follows:

1. How do community college presidents perceive organizational climate at their respective institutions, using a set of seven identified factors for climate?
2. Using the same seven climate factors as an index, how satisfied are community college presidents with the organizational climate at their respective institutions?
3. How important is each of eight identified job satisfaction variables to community college presidents in the performance of their specific job responsibilities?
4. For each of eight job satisfaction variables, is there a significant relationship between measures of job satisfaction and a set of seven measures of satisfaction with organizational climate, as reported by community college presidents?

5. Is there a significant difference in the means of eight job satisfaction variables for community college presidents when compared by gender of the president, ethnic origin of the president, classification of the community college, and length of time served as a college administrator?

Rationale

The relationship between job satisfaction and climate applied to the industrial setting is well understood; however, within the confines of education little is known about this relationship. Community college presidents are the chief administrators at a given institution. They are responsible for the overall day-to-day operation of the college. The president is the liaison between the board of trustees and the college's administration, faculty, staff, and students. The president's work affects the morale and success of every staff person, and perhaps even the students on campus. Learning more about the nature of the relationship between climate and job satisfaction among community college presidents may assist colleges in understanding their perceptions of climate and enhance job satisfaction for the college's chief administrator.

Definition of Terms

For the purpose of this study, the following definitions are used:

Community college president is the chief administrator at the institution. The president is responsible for the daily operations of the college. This administrator serves as the liaison between the board of trustees and the college's administration, faculty, staff, and student body (Vaughan, 1989; Vaughan, 1986).

Job satisfaction refers to a person's positive or negative attitude or emotional response toward his or her place of employment (Beck, 1990; McCormick & Ilgen, 1980).

Organizational climate refers to the perceptions of participants of certain intangible aspects of the environment or institution. It is the personality of an organization (Deas, 1994; Lunenburg & Ornstein, 1991).

Significance of the Study

This study is significant for many reasons. First, the expectation of individuals concerning their jobs is changing drastically (Walker, 1979; Vaughan, 1989). Second, because of the diversity and different needs and values of individuals in the work force, it is important to ascertain how they perceive job satisfaction and climate. Third, the creation of a positive organizational climate is critical to the success of an organization (Vaughan, 1989; Lee & Van Horn, 1983). Fourth, because the community college

president is the chief administrator at a given institution, his or her performance is critical to the success of every individual and aspect of the institution. Fifth, the "burnout" rate of community college presidents across the country is at an all-time high (Vaughan, 1989). Finally, little research has been conducted on how community college presidents perceive organizational climate in their respective institutions or how their perception may affect their personal job satisfaction.

Because organizational climate plays a pivotal role in determining job satisfaction for employees, the researcher sought to increase the awareness of how climate affects job satisfaction for community college presidents. Findings of this study have advanced the body of knowledge by testing the theoretical constructs of job satisfaction and organizational climate as applied to community college presidents, and by determining whether or not the model previously developed applies to this sector of higher education administration. The eight job satisfaction variables were participation in decision-making, power, relationship with peers, relationship with subordinates, relationship with supervisor (board of trustees), salary, benefits, and professional effectiveness. The seven organizational climate factors were internal communication, organizational structure, political climate professional

development opportunities, evaluation, promotion, and regard for personal concerns.

Limitations

The following limitations are related to this study:

1. The study was limited to community college presidents in the United States who report directly to a board of trustees and who are members of the American Association of Community Colleges (AACC).
2. The study focused only on organizational climate and job satisfaction as perceived by community college presidents.

CHAPTER 2 LITERATURE REVIEW

There was little interest in job satisfaction and climate until the 1930s. Prior to this time, job performance and maximizing worker output were the major areas of concern and study (Wanous, 1976). Specifically, interest developed when Elton Mayo and his associates experimented at the Western Electric Hawthorne plant near Chicago, Illinois. The Hawthorne Study, as it is called, was one of the major research experiments that contributed to the study of employee motivation and job satisfaction. Furthermore, Mayo's studies revealed that perceptions and job satisfaction among employees were factors that related to job performance, and climate or social environment had a significant influence on productivity and morale (Mayo, 1933). As a result of these studies, the basis for the human relation movement was established. Moreover, the idea of job satisfaction in accordance with organizational climate theory has been researched since the 1960s. Several researchers have confirmed that organizational climate does affect job satisfaction in the work environment.

Job Satisfaction

Job satisfaction has been defined by researchers in various ways. Locke's (1976) definition of job satisfaction was "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1300). Zytowski (1968) defined job satisfaction as being "proportionate to the degree that the elements of the job satisfy the particular needs which the person feels most strongly" (p. 399). Vroom (1982) defined it as "the affective orientation of individuals toward work roles they are presently occupying" (p. 99). There have been various definitions for job satisfaction, and all of them have dealt with how one perceived his or her job experience.

Elton Mayo and a group of his associates conducted experiments at the Western Electric Hawthorne plant near Chicago, Illinois. These experiments were designed to determine the optimum level of illumination in a shop for maximum production. After the study was completed, it was found that there was no direct, simple relationship between the illumination level and the production output of the workers. Moreover, the researchers also ascertained that human variability was an important determinant of productivity (Lunenburg & Ornstein, 1991). It was found that norms established by workers influenced their behavior more than deliberate controls imposed on the physical working

condition (Lunenburg & Ornstein, 1991; Roethlisberger & Dickson, 1939).

The Hawthorne Studies were one of the major research experiments that contributed to the study of employee motivation and job satisfaction. Furthermore, Mayo's studies revealed that perception and job satisfaction among employees are factors that relate to job performance (Mayo, 1933). As a result of these studies, the basis for the human relations movement was established.

Job Satisfaction Theories

Herzberg's Two-Factor Theory

Herzberg, Mausner, and Snyderman (1959) developed a concept about job satisfaction and dissatisfaction in The Motivation to Work. This research was performed on more than 200 male accountants and engineers in the state of Pennsylvania (Herzberg et al, 1959). Herzberg and his associates' hypothesis for the study was that factors associated with job satisfaction are separate from factors associated with job dissatisfaction.

Subjects in the experiment were asked to describe instances during their employment that caused an increase or decrease in their job satisfaction. Another question asked of all participants was to give an example of when they were extremely upset about their work place.

Through a close analysis of the data, Herzberg et al. (1959) created their theory of job satisfaction, which was

called either the "Two-Factor Theory" or the "Motivation-Hygiene Theory." The researchers found that there were two sets of factors that determine job satisfaction (motivators) and job dissatisfaction (hygienes). The motivators related to the intrinsic aspect of the job, and the hygienes dealt with the surrounding conditions of the job.

The six motivators for job satisfaction, as defined by Herzberg, included the following:

1. Advancement dealt with the actual changes in the status or position of an individual in an organization. It also included the probability of or hope for advancement.
2. Achievement related to all events that lead toward realization of the worker's personal objectives (successful completion of a job, finding a solution to a problem, or seeing the results of one's own work). The definition also included the opposite--failure to achieve.
3. Recognition related to some act of praise, notice (positive recognition) or blame (negative recognition) toward the employee from the work environment (a peer, professional colleague, supervisor, or the general public).
4. Work itself dealt with doing the actual job or task as a source of good or bad feelings. It also referred to the opportunity to complete an assigned unit or task.
5. Responsibility dealt with authority and included those sequences of events in which the worker mentioned satisfaction derived from being given responsibility for the

work or the work of others, or being given new responsibility. Also included were those incidents in which there was a loss of satisfaction from lack of responsibility.

6. Possibility or growth referred to growth in specific skill areas as well as growth in status which would enable the individual to move onward and upward in a company. This factor also encompassed the lack of opportunity for growth (Herzberg, 1966, pp. 193-198).

The researchers also developed eight hygienic or dissatisfiers. These eight hygienic as defined by Herzberg (1966), included the following:

1. Salary related to all sequences of events in which some type of compensation (wage or salary increase) plays a role. Unfulfilled expectations to receive an expected salary increase also were included in this category.

2. Working conditions dealt with the physical conditions of work and the facilities available for performing the work (adequate tools, space, lighting, or ventilation).

3. Supervision-technical included those events in which the competence or incompetence of the supervisor were the critical factors. Statements concerning a supervisor's willingness or unwillingness to delegate responsibility or his or her willingness or unwillingness to instruct were included.

4. Interpersonal relations dealt with actual verbalization about the characteristics of the individual. Three categories of interpersonal relations were specified - those involving subordinates, those involving peers, and those concerning supervisors.

5. Company policy and administration dealt with factors in which some overall aspect of the company was involved.

6. Status was the sequence of events in which the respondent specifically mentioned that a change in status (such as attaining a personal secretary) affected his or her feelings about the job.

7. Personal life dealt with situations in which some aspect of the job affected the individual's personal life in such a manner that the respondent's feeling about his or her job was affected (such as a family-opposed job transfer).

8. Job security described signs of job security, such as continued employment, tenure, and financial safeguards (Herzberg, 1966).

Herzberg et al. (1959) stated that it should be noted that reversals in their theory are possible. Some of the motivators could serve as hygiene elements, and some of the hygienes could perhaps be motivators. After completing 12 experiments involving a random sample from 1,685 workers, Herzberg (1968) ascertained that 81 percent of all factors contributing to job satisfaction were motivators and that 69

percent of all factors contributing to job dissatisfaction were hygiene elements.

Research has been done on the validity of the Motivation-Hygiene Theory. In industrial psychology, it has been the most replicated study of job satisfaction (Grigaliuhas & Herzberg, 1971). Furthermore, Aebi (1973) wrote that Herzberg's Theory has been tested more than 100 times.

Support for Herzberg's two-factor theory

As previously mentioned, many researchers have tested Herzberg's Theory, and they have found it to be beneficial. Friedlander and Walton (1964) performed a study on 82 scientists and engineers. They found that employees' reasons for remaining with an organization were not the reciprocal reasons for their leaving an organization. It was proven that reasons for staying on the job were truly related to Herzberg's motivator factors, and the reasons for leaving were closely parallel to the hygiene factors.

When the Two-Factor Theory was first tested on females subjects, it proved to be workable (Herzberg, 1966). The women tested were supervisors for government research. Again, the motivators were determined to be job motivators or job satisfiers. On the other hand, the hygiene factors were mentioned as sources of dissatisfaction.

The theory also was applied to the educational environment. Thomas (1977) reported evidence supporting the

theory in her study of community college administrators. As already stated, the motivators were found to be significant to job satisfaction. "The motivators include achievement, work itself, responsibility, and recognition were mentioned more often in positive than negative incidents. Conversely, with the exception of salary, the hygiene factors, company policy and administration, interpersonal relations, working conditions, and supervision-technical were mentioned in significantly more negative than positive incidents" (Kozel, 1979, p. 58).

Other studies done in support for the Herzberg Two-Factor Theory were completed by Groseth (1978), Myers (1964), and Schwartz, Jenusaitis, and Stark (1963).

Criticisms for Herzberg's two-factor theory

Just as there was much support for the Motivator-Hygiene Theory, there was also some criticism for the theory. Aebi (1973) found more than 100 attempts to test the significance of the study.

The three major criticisms that were evident in the literature for the Herzberg's Motivator-Hygiene Theory are as follows:

1. The researcher and his associates failed to address overall job satisfaction (Ewen, Smith, Hulin, & Locke, 1966).
2. The results of the theory were bound by the methods that Herzberg used (Soliman, 1970). Perhaps individuals

attributed satisfaction to their own achievements, and then they could have even attributed their dissatisfaction to factors within their work place instead of personal problems (Thomas, 1977).

3. The random sample for the original experiment was limited to only two occupations, engineers and accountants. Some critics believed that a sample so small cannot be generalized to the entire population. Pallaone, Hurley, and Rickard (1971) stated, "The evidence supporting the two-factor theory appears to have been derived from investigations of workers . . . in the old established professions near the top of the socio-economic ladder" (p. 16).

Abraham Maslow's Hierarchy of Needs Theory

The Hierarchy of Needs Theory developed by Abraham Maslow (1954) was one of the most recognized theories that dealt with job satisfaction. Maslow's theory is divided into five levels of needs. These needs are as follows:

1. Physiological needs include hunger, thirst, shelter, and sex (dependent on self).
2. Safety needs include protection from the elements (dependent on self and others).
3. Feeling of belonging and love needs include love, affection, and friends (dependent on self and other).
4. Esteem needs include self respect, positive self-evaluation, and prestige (dependent on self and others).

5. Self-actualization means to become everything that one is capable of becoming (measure up to our own criteria of success).

Maslow believed that as the lower level needs were met, man would begin to move up the hierarchy. According to Maslow (1954), man's ultimate goal was to become self-actualized, which was becoming everything that one was capable of becoming.

Consequently, there was little research to support Maslow's beliefs. Because of his logical approach, his theory has been accepted by many schools of thought. Moreover, according to the literature, when the lower needs are satisfied, the individual's job satisfaction is likely to be greater.

Alderfer's E.R.G. Theory

Alderfer's Existence, relatedness, and growth (E.R.G.) Theory is closely related to Maslow's theory. Clayton Alderfer (1975) reduced Maslow's hierarchy from five distinct parts to three. He concluded that all individuals have three basic needs that they want satisfied. They are (a) existence needs, (b) relatedness needs, and (c) growth needs. Alderfer (1975) believed that needs are satisfied by one's work. Alderfer's theory differs somewhat from Maslow's in that he did not believe the levels were hierarchical. He believed in interchangeability between need levels.

Maslow's existence needs dealt with material substances. Some examples given of existence needs were food, water, pay, and shelter. Relatedness needs include communication with one's self and others. Examples given of relatedness needs were family, friends, and employers. Growth needs were relevant to the environment and the process through which the individual went to impress not only himself or herself but also the environment. Just as with Maslow's theory, little research has been conducted on the Existence, Relatedness, and Growth Theory.

Expectancy or V.I.E. Theory

Victor Vroom (1964) created the Expectancy Theory of Job Satisfaction. Mitchell (1974) stated the premise of the theory is as follows: "The strength of the tendency to act in a certain way depends on the strength of an expectancy that the act will be followed by a given consequence (or outcome) and on the value or attractiveness of that consequence (or outcome) to the actor."

(p. 1503). The theory involved four constructs: valence, expectancy, instrumentality, and force. Valence is an individual's perception of the value of the reward that could be obtained by performing well. Instrumentality is the extent to which an individual believed that one outcome will lead to another outcome or reward. Instrumentality varied from plus one to negative one (Lunenburg & Ornstein, 1991; Vroom, 1982). Expectancy represents an individual's

belief that his or her behavior will cause a certain outcome or reward. Through a close analysis of the literature, it can be concluded that Vroom's model asserted an employee's satisfaction with his work results from the instrumentality of the job for attaining other outcomes and the valence of these outcomes (Thomas, 1977).

$$v_j = f \frac{\sum_{k=1}^n (V_k I_{jk})$$

Vroom (1964) defined the expectancy theory as follows:

where:

V_j = valence of outcome j ,

V_k = valence outcome k ,

n = number of outcomes,

I_{jk} = perceived instrumentality of outcome j for the attainment of outcome k (cited in

Mitchell, 1974, p. 1054).

Cornell Studies

This theory of Job Satisfaction was developed by Smith, Kendall, and Hulin (1969). The researchers developed the Job Satisfaction Index (J.S.I) which measured many aspects of job satisfaction. The Cornell Studies concluded that levels of satisfaction were associated with community characteristics. Smith et al. (1969) listed 10 implications of their strategy as follows:

1. An adequate model of satisfaction must take into account interactive effects among variables.

2. Relationships between satisfaction and overt behavior vary from situation to situation.

3. Relationships between satisfaction and behavior cannot be reasonably expected unless the behavior can be considered to be an appropriate means of expressing satisfaction and dissatisfaction.

4. The manner in which questions are asked affects the time perspective of the respondent, and therefore affects the alternatives he or she considers.

5. Satisfaction is a product of other variables and may or may not serve as a cause in itself.

6. A relationship may exist between satisfaction and behavior since the same variables producing the satisfaction might also produce the behavior, or changes in behavior may act to change the situation and satisfaction.

7. The relationship between satisfaction and performance will vary depending on the aspect of the job being studied.

8. The importance of each aspect of the job situation influences the individual's feeling of satisfaction. Importance is considered to be a function of the discrepancy between the existing situation and the alternatives available.

9. Legitimacy, the group norms defining the legitimate requirements for a job for a specified group, influences the acceptance of a task and the attitude toward it.

10. It is, therefore, the interrelationship of objective factors of the job, of individual capacities and experience, of alternatives available in the company and the community, and of the values of the individual that can be expected to predict satisfaction and performance (cited in Kozel, 1979, p. 47).

Equity Theory of Job Satisfaction

Many Equity theories have been formulated. However, the Equity Theory of Adams (1965) is considered to be the most substantial. This type of theory is closely related to Vroom's Theory. The basis for the theory is that individuals want an equitable reward for services rendered on the job. It can be concluded from the study that individuals want to be treated fairly in the work place. If they are treated "equitably," they will be satisfied with their jobs; if they are not treated equitably, then dissatisfaction will result.

Today, when workers input personal sacrifice and effort on the job, some of the expected outcomes are pay, recognition, and status. When workers are part of the decision-making processes, they are more likely to be satisfied, which will cause them to make more sacrifices and exercise more effort. Witt and Nye (1992) applied this

theory to different organizations. They found that equity or fairness was a mark of job satisfaction. When it was not perceived by employees, dissatisfaction was the result.

Organizational Climate

Organizational climate is defined as the personality of an organization. Climate also is defined as an accumulation of tangible perceptions that individuals have of various aspects of the work environment or organization (Deas, 1994; Owen, 1991; Steers & Porter, 1975; Chappell, 1995). Organizational climate is defined as the characteristics of the total environment (Lunenburg & Ornstein, 1991).

In Educational Administration: Concepts and Practices (1991), an organizational climate is comprised of four dimensions as follows:

1. Ecology refers to the physical and material factors in the organization.
2. Milieu is the social dimension in the organization.
3. Culture refers to the values, belief systems, norms, and ways of thinking that are characteristic of the people in the organization.
4. Social system refers to the organizational and administrative structure of the organization.

Schneider and Snyder (1975) described climate as "a characteristic of organizations that is reflected in the descriptions employees make of the policies, practices, and

conditions which exist in the work environment" (p. 326). Climate also has been described as the emotional atmosphere of a particular organization. Recently, Deas (1994) defined climate as "a collection of intangibles that support and encourage all the players to work toward a common goal-learning" (p. 44).

Terms often used to describe "organizational climate" include (a) open, (b) warm, (c) easygoing, (d) informal, (e) cold, (f) hostile, (g) rigid, or (h) closed (Lunenburg & Ornstein, 1991).

According to Lunenburg and Orenstein (1991), "To describe and assess the climate of a school requires (a) the development of a clear concept of what the key factors are in the interaction-influence system that determines climate, (b) the creation of some method of collecting data that describe these factors (usually a paper-and-pencil questionnaire), and (c) a procedure by which the data may be analyzed and, ultimately, displayed in a way that informs us" (p. 186).

Organizational Climate Theories

The Organizational Climate Index

George C. Stern (1970) developed an approach to measure or describe organizational climate. His basic rationale resembled that of an earlier researcher named Lewin who believed that individuals and groups in organizations must be understood in the context of their interaction with the

environment (B=fP, E). This view is related to both person and environment. Stern argued that efforts to assess the climate of a given organization must measure both characteristics of the individual and the environment or surroundings (cited in Lunenburg & Ornstein, 1991).

The basis for Stern's development of the Organizational Climate Index (OCI) was best described in Educational Administration: Concepts and Practices:

Stern, a psychologist, saw an analogy between human personality and the personality of the institution, and he drew on the much earlier work of Henry A. Murry, who had developed the concept of need-press as it shaped human personality. Murry postulated that personality is the product of dynamic interplay between need, both internal and external, and press, which is roughly equivalent to the environmental pressures that lead to adaptive behavior. Two questionnaires instruments were devised to determine the need-press factors Stern felt influenced the development of climate in institutions of higher education: the Activities Index (AI), which assessed the need structure of individuals, and the College Characteristics Index (CCI), which probed the organizational press as experienced by persons in the organization. These two questionnaires have been used on a number of campuses, where they have helped researchers assess organizational climate in higher education settings. (Lunenburg & Ornstein, 1991)

Stern and Carl Steinhoff developed an adaptation of the CCI which they called the "Organizational Climate Index" (OCI) which has been used in schools and other organizations. This instrument was first used in 1965 in the public school system of Syracuse, New York. This survey

was presented to teachers, and they had to answer "true" or "false" to a list of questions applicable to their schools.

Some examples of statements that appeared on the survey are as follows:

1. Social events get a lot of enthusiasm and support.
2. People find others eager to help them get started.
3. People are expected to have a great deal of social grace and polish.
4. People here speak up openly and freely.
5. Good work is really recognized around here.

(Lunenburg & Ornstein, 1991).

Analysis of the data received from various schools has led to the formulation of six OCI Climate Index factors. The factors are as follows:

1. Intellectual Climate. Schools with high scores on this factor have environments that are perceived as being conducive to scholarly interest in the humanities, arts, and sciences. Staff and physical places are seen to facilitate these interests, and the general work atmosphere is characterized by intellectual activities and pursuits.
2. Achievement Standards. Environments with high scores on this factor are perceived to stress high standards of personal achievement. Tasks are successfully completed and high levels of motivation and energy are maintained. Recognition is given for work of good quality and quantity, and the staff is expected to achieve at the highest levels.

3. Personal Dignity (Supportiveness). Organizational climates scoring high on this factor respect the integrity of the individual and provide a supportive environment that would closely approximate the needs of more dependent teachers. There is a sense of fair play and openness in the working environment.

4. Organizational Effectiveness. Schools with high scores on this factor have work environments that encourage and facilitate the effective performance of tasks. Work programs are planned and well organized, and people work together effectively to meet organizational objectives.

5. Orderliness. High scores on this factor indicate a press for organizational structure and procedural orderliness. Neatness counts and there are pressures to conform to a defined core of personal appearance and institutional image. There are set procedures, and teachers are expected to follow them.

6. Impulse Control. High scores on this factor imply a great deal of constraint and organizational restrictiveness in the work environment. There is little opportunity for personal expression or for any form of impulsive behavior.

A school's Developmental Press can be computed by the sum of the scores for Factors one, two, and three minus the score for Factor six. Schools with high scores on Developmental Press are ones that stress intellectual and

interpersonal activities. Furthermore, the Control Press for a given school is calculated by adding the scores together for Factors four and five. Internal environments that stress orderliness and structure are considered high in Control Press (cited in Lunenburg & Ornstein, 1991).

There have been many positive and negative concerns for the OCI. One deterrent for the theory was the complexity and length of the survey. The original survey included more than 300 questions. It also has been concluded that the data analysis and the interpretation procedures were extremely complex (Lunenburg & Ornstein, 1991). However, the theory had two major strengths. It was based upon a strong theoretic concept of climate that has been beneficial to researchers and received well. The theory also had a long history of meticulous research that yielded assessment instruments that have been examined closely for validity and reliability (Lunenburg & Ornstein, 1991).

The Organizational Climate Description Questionnaire

The Organizational Climate Description Questionnaire (OCDQ) was developed by Andrew W. Halpin and Don B. Croft (1963). These two researchers introduced the notion of organizational climate to education. Croft and Halpin (1963) developed this questionnaire in order to measure organizational climate in elementary schools. They sought to elicit from teachers the critical factors that they generally agreed were central to describing the climate of a

school. Although their research was done in elementary schools, they set the basis for understanding climate in postsecondary institutions.

Croft and Halpin (1963) identified two clusters of factors. The first cluster consisted of four factors that described the teachers' perceptions of the teachers as a human group. Those factors included the following:

1. Intimacy is the degree of social cohesiveness among teachers in the school.
2. Disengagement is the degree to which teachers are involved and committed to achieving the goals of the school.
3. Esprit is the apparent morale of the group.
4. Hindrance is the extent to which teachers see rules, paperwork, and "administrivia" as impeding their work (Lunenburg & Ornstein, 1991).

The other cluster of climate factors included perceptions of teachers concerning the principals. Those factors were as follows:

5. Thrust is the dynamic behavior with which the principal sets a hard-working example.
6. Consideration is the extent to which the principal is seen as treating teachers with dignity and human concern.
7. Aloofness is the extent to which the principal is described as maintaining social distance (for example, cold and distant or warm and friendly).

8. Production emphasis is the extent to which the principal tries to make teachers work harder (for example, supervising closely, being directive, demanding results).

The researcher developed a questionnaire consisting of 64 questions. Each question elicited a perception on one of the eight factors. The finding of the research stated: "Descriptions of the teachers as a human social group tend to be associated with the teacher's perception of the principal in relatively consistent patterns" (Lunenberg & Ornstein, 1991, p. 189).

Furthermore, Croft and Halpin (1963) identified and described several types of organizational climates. They are as follows:

1. Open Climate. In this type of climate, teachers are proud to be a part of the school. They do not feel burdened by busy-work, regulations, and administration. The teachers see the principal's behavior as an easy, authentic integration of the official role and his or her own personality. The principal shows concern and compassion for teachers and yet is able to lead, control, and direct them.

2. Autonomous Climate. An autonomous climate is one that is self-governed. The faculty has total freedom. As a result, teacher morale is high, and the faculty is successful at accomplishing tasks. The principal in this climate models the way by setting a good example for others to follow.

3. Controlled Climate. The principal is extremely domineering and allows little flexibility. The teachers in this type of environment are expected to be told when and what to do at all times. According to the research, however, the morale remains high as in the autonomous and open climate. Principals and teachers in this climate are interested only in completing the tasks at hand. Unfortunately, sensitivity for others is not a part of this climate.

4. Paternal Climate. Principals in this setting are ones who try to dominate the faculty and satisfy the faculty's social needs. However, the principal's attempts are unsuccessful. These principals are considered unmotivated not sincere.

5. Closed Climate. In this setting, teachers tend not to be highly engaged in their work. They tend not to work well together, and their overall achievement is low. The principal is perceived as having no direction or vision. Teachers are not satisfied, morale is low, and turnover is extremely high. These principals' emphasis is on following the rules.

The OCDQ was developed for the elementary school setting; however, a new version was created for high schools. Many comments have been made regarding to this instrument. According to Lunenburg and Ornstein (1991), "If factor structure was developed, however, from a strictly

deductive process (rather than from an empirical study of schools), and, indeed, little had been done since the instrument was originally developed to validate it or modify it as a result of experience" (p. 188).

Profile of a School Theory

In 1947, Lacerate directed an extensive study that intended to identify the human factors that influenced the ultimate effectiveness of organizations to achieve their goals. Most of Lacerate's research was done in industrial firms, but later it included schools and colleges.

By 1961, the researcher was able to describe important relationships among (1) the management styles, (2) the characteristics of the organization's interaction-influence system, and (3) the effectiveness of the organization (Lunenburg & Ornstein, 1991). Lacerate wanted to measure characteristics of the internal functioning of an organization and to relate those measures of organizational performance.

According to Lacerate, organizational performance is determined by productivity, rate of absence and turnover, loss through scrap and waste, and quality control. To measure the internal functioning of the organization, the researcher developed a questionnaire for employees to complete that described six characteristics of the organization. These characteristics included leadership processes, motivational forces, communication processes,

decision-making processes, goal-setting processes, and control processes (cited in Lunenburg & Ornstein, 1991).

Lacerate developed four basic management systems. They are described below:

System One is called **exploitive**-authoritative; it is based upon classical management concept, a theory X view of motivation, and a directive leadership style. System Two is benevolent-authoritative. It emphasizes a one-to-one relationship between subordinate and leader in an environment in which the subordinate is relatively isolated from others in work-related matters. System Three, called consultative, employs more of a participative leadership style in which the leader tends to consult with people individually in the process of making decisions (for example, Hersey's-Blanchard's S2, Vroom's CI). System Four, the participative (or group interactive) model of an organizational system in all of the critical organizational processes (for example, Hersey's-Blanchard's S3, Vroom's GII). (Lunenburg & Ornstein, 1991)

In 1968, Lacerate and Gibson devised a questionnaire to be utilized in colleges and schools called "Profiles of a School" (POS). Specifically, the profile used for colleges and universities was called the "Profile of a College or University." By receiving data from a questionnaire given to school officials and students, one could ascertain the characteristics of an organization's interaction-influence system.

One of the most potentially powerful outcomes of the body of research, utilizing the POS as a measure of climate, arose from Lacerate's own analysis of the shortcomings of

the organizational structure of American schools and its impact on the interaction-influence system. Lacerate believed that the interaction-influence networks of our school all too often prove to be incapable of dealing constructively even with the internal school problems, situations, and conflicts. This is not to mention the conflicts impinging from the larger community. Furthermore, the present decision-making structure of the school requires patterns of interaction that often aggravate conflict rather than resolve it constructively and quickly (Lunenburg & Ornstein, 1991).

The theory of Lacerate was empirically derived. He and his associates gathered qualitative data from the real world. Since this theory of organizational climate was developed, numerous studies have been done to test its reliability and validity. This theory has been given much support. Lacerate's Profile of School Theory resembled to the work of McGregor and Herzberg in terms of impact and significance for both researchers and practitioners (Lunenburg and Ornstein, 1991).

Person-Environment Fit Theory

The Person-Environment Fit Theory was developed by Argyris (1957). He believed that conflict develops within an organization when there is a misunderstanding between the organization and the employee's needs. The researcher suggested that hostility, competition, and job

dissatisfaction are the results of the previously stated misunderstandings. Argyris (1957) argued that when the individual and the organization's needs are incompatible, incongruence resulted. As a result of this incongruence, the characteristics of a cold climate such as frustration, failure, and conflict were evident.

Argyris believed that individuals dealt with this incongruence in many ways:

1. Resignation, absenteeism or withdrawal from the job.
2. Hatred for the job.
3. Joining a union to feel some type of security.
4. Attempting to find another job in the organization.
5. Speaking negatively about the job to others.

(Bolman & Deal, 1991; Chappell, 1995; Ratcliff, 1989).

The opposite of incongruence is congruence or "fit." There must be a fit between the worker and the organization. Some researchers have found that when an employee is congruent with the organization, he or she is productive, happy, and satisfied with the environment (Dowey, Hellriegel, & Slocum, 1975). Supporters of the Person-Environment Theory believe in order for individuals to be satisfied, the values of the employee and the purpose and mission of the institution or organization must be in accordance.

In order for any place of work to be satisfying for the employee, according to the theory of Argyris, there must be a fit between the employee and the organization. A good fit was described in the literature as a congruence between the needs, wants, and wishes of the employee and the organization. When this is accomplished, although difficult, job satisfaction is present. If there is a misfit, stress, burn out, and job dissatisfaction will result. Cohen and Brawer (1994) believed that finding common ground between the organization and the employees was the heart of effective management.

Factors under Investigation that Influence Job Satisfaction Participation in Decision-Making

Participation in decision-making was defined as the college's process for decision-making and opportunities for involvement by the employee to participate in that process. The decision-making process at any given institution is extremely significant. The decision-making process is the power of an organization (Fryer & Lovas, 1990). Four steps are usually involved in reaching a decision: (1) defining the problem, (2) identifying possible alternatives, (3) predicting the consequences of each reasonable alternative, and (4) choosing the alternative to be followed (Ornstein & Lunenburg, 1991).

According to Ornstein and Lunenburg (1991):

The use of participative decision making has two major potential benefits: (1) arriving at better decision and (2) enhancing the growth and development of the organization's participants (for example, greater sharing of goals, improved motivation, improved communication better-developed group-process skill). As a practical guide for implementing participative processes in education organization, three factors in particular should be borne in mind: (1) the need for an explicit decision-making process, (2) the nature of the problem to be solved or the issue to be decided, and (3) criteria for including people in the process. (p. 277)

As aforementioned, employee participation in decision-making is as important to an effective organization as oil is to an automobile. Participation in decision-making is associated with job satisfaction and productivity (Witt & Myers, 1992; Fisher, 1984). Organizations that allow employees to participate in decision-making will cause their employees to be more satisfied (Lawler, 1986; Fryer & Lovas, 1990).

Participative decision-making has a number of advantages. Some of these advantages are better decisions, higher employee satisfaction, and better relations between staff and management (Lindelov, 1989). Mutchler (1990) believed that participative decision-making is shared power that is multiplied. Radnofsky (1988) argued that institutions will improve their effectiveness when individuals become more involved in professional decision-making.

Power

Power was defined as the amount or degree of jurisdiction or discretion that the employee is able to exercise while performing the tasks of that position. In addition, Gollattschec and Harlacher (1994) defined power as "the ability to command a favorable share of resources, opportunities and rewards for followers" (p. 65).

According to The Leadership Challenge (1987), individuals in leadership positions have a healthy share of power motivation because leaders must influence others to perform. Moreover, the most effective leaders are those who delegate power to strengthen others (Kounzes & Posner, 1987). Only leaders who feel powerful will delegate, reward talent, and build a team composed of people powerful in their own right. Good leaders will use the power that flows to them in service to others. Effective leaders assign employees important work to do on critical issues, provide discretion and autonomy over their tasks and resources, offer visibility to others and provide recognition for their effort, and build relationships for others. Effective leaders connect employees with powerful people and find them sponsors and mentors (Kounzes & Posner, 1987; Covey, 1990).

Power is desirable by all, especially when it is related to decision-making. As already stated, leaders must give employees some power. Employees must be given authority to make decisions and solve problems. When

employees are offered power or control, they are more satisfied because they are trusted and seen as capable staff members (Lawler, 1986; Vaughan, 1989). If presidents at community colleges permit faculty to be part of the decision-making procedures, job satisfaction will be enhanced. The faculty member will feel that he or she has a voice, and the president will not have to carry the entire burden if an incorrect decision is made.

Relationships with Colleagues

Relationships with colleagues was defined as the quality of the affiliation that an employee maintains with his or her peers, subordinates, and supervisor. Regarding this study, the researcher tested relationships with the president and other top level administrators and presidents, the president and faculty and staff, and the president and the board of trustees. A positive relationship with colleagues at an institution or organization results in job satisfaction. "Pleasant, concerned and enthusiastic co-workers establish an environment worth cultivating" (Miloshell, 1990, p. 14).

The president of a community college must relate well with not only other administrators but also with faculty and student body. Administrator, faculty members, and students are the body of a college (Fisher, 1984). "The degree to which the president is respected and admired by the faculty will be the extent to which he or she is able to inspire

trust and confidence, the extent to which he or she is believable and can deliver" (Fisher, 1984, p. 101). Job satisfaction is directly related to working and building positive relationships with colleagues whether it be with students, faculty, staff, administrators, or the board (Fisher, 1984; Carbone, 1981).

Salary and Benefits

Salary and benefits was defined as the perceived equity and adequacy of the salary and benefit package received by the employee. Herzberg (1959) and his associates saw salary as a hygiene or dissatisfaction factor. He and his researchers defined salary as all sequences of events that compensation is a part. Herzberg (1959) stated the following about his hygiene factor salary: "It meant more than money; it meant a job well done; it meant that the individual was progressing in his work. Viewed within this context . . . salary as a factor belongs more in the group that defines the job situation and is primarily a dissatisfier" (p. 83).

One study on the issue of salary in an educational setting stated that little significance or value is given to salary when it comes to job satisfaction (Levy, 1989). However, other researchers believed that it is a factor that determines job satisfaction or dissatisfaction.

At some institution, researchers have said that the issue of salary and benefits must be fair and equitable. In

many institutions of higher education, salary and benefits are locked within the confines of state and federal government. These are issues can and do cause job dissatisfaction with not only the president but also faculty, resulting in low morale and decreased teaching and learning (Vaughan, 1986; Hoy & Miskel, 1982).

Professional Effectiveness

Professional effectiveness was defined as the perceived overall effectiveness of the employee in his or her position. Every person within an organization should have the desire to be effective in the work place. Achievement and growth, which are determining factors of effectiveness, affect job satisfaction (Herzberg, 1959).

Most presidents want to be effective. The president understands that it is his or her duty to develop a style and define a span of control that will characterize an effective leader (Carbone, 1981). An effective president wants his or her institution to be the best, as far as faculty and staff satisfaction, student retention and recruitment, teaching and learning, and college success are concerned. However, striving for professional effectiveness can cause burn out. "Burn out is emotional exhaustion, a feeling of being overextended and depleted because you've given so much" (Davis, 1994, p. 50). Furthermore, experts believed that burn out is directly related to job

dissatisfaction, absenteeism, tardiness, low productivity, and job turnover (Davis, 1994; Bock & Mislevy, 1988).

Factors under Investigation that Influence
Organizational Climate

Internal Communication

Internal communication was defined as the college's formal and informal communication processes and style. Gronbeck (1992) stated that communication is the process of sending and receiving messages to achieve understanding. Without good communication, any organization is destined to fail (Gronbeck, 1992; Lunenburg & Ornstein, 1991). Communication is the "process that links the individual, the group, and the organization" (Lunenburg & Ornstein, 1991, p. 263). "Communication is the glue that holds an organization together and harmonizes its parts" (Hanson, 1985, p. 263). Through a close analysis of the literature, it is evident that an organization that lacks good internal communication is one that will not be successful.

Furthermore, it is imperative that internal communication is sent and received from all parties in an organization. Communication within an organization must be open because open communication allows individuals to be honest and knowledgeable about the work environment. Open communication can be heard by key decision-makers within an organization. Specifically, the president should communicate with the faculty and staff, and the faculty and

staff should be able to honestly communicate with the president (Vaughan, 1986,). Deas (1994) believed that communication is linked to climate.

Organizational Structure

Organizational structure was defined as the college's administrative operation or its hierarchial lines of authority and requirements for operating within that hierarchy. The organizational structure varies from one community college to another. When community colleges were first established, they were structured on the basis of the public school systems of that era (Deegan & Tillery, 1985). Now, at the top of the organizational structures is the board of trustees (Deegan & Tillery, 1985; Vaughan, 1986). Furthermore, the structure of the community college is divided into subunits or departments within the institution. For example, at a given institution there is more than likely to be a student services division, academic affairs subunit, and a library science department with administrators in charge of these areas. All of these areas help define the organizational structure of the community college.

Through a close analysis of the literature, it is evident that hierarchical organizational structure is not effective in education (Deegan & Tillery, 1985; Tuckman & Johnson, 1987). Rieley (1992) developed a process of organizational structure which was a circular design in

which every facet or part is connected to another. Deegan and Tillery (1985) discussed a model for organizational structure within education called "organizational dualism" in which "multiple systems for decision-making was utilized consisting of four groups of decision makers: faculty, trustees and administrators, agencies of state and federal government, and private-sector organizations" (p. 219).

Political Climate

Political climate was defined as the nature and complexity of the college's politics or the degree to which an employee must operate within a political framework in order to accomplish his or her task. As stated earlier, there are many types of climates ranging from cold and hostile to warm and open. Climate is defined as the personality of an organization. A concrete definition for climate in education can best be described in Deas' definition. Deas (1994) stated his definition as follows: "A collection of intangibles that support and encourage all the players to work toward a common goal--learning" (p. 44).

Some researchers believed that politics in education was positive while others thought that politics was negative. Mintzberg (1989) stated that it should be accepted and understood within the confines of education. However, Levy (1989) saw a political climate as being a cause of job dissatisfaction. "There has been no universal agreement on the role and importance of political climate;

some experts have stressed that political behavior was the critical key to advancement and success in an organization, while others have ignored its existence" (Chappell, 1995).

Professional Development Opportunities

Professional development opportunities was defined as the opportunities for employees to pursue and participate in activities to enhance job performance. Professional development opportunities for members of an organization are extremely significant. It allows individuals of organizations to improve skills, to learn new trends and innovations, and to enhance job satisfaction and morale (Vaughan, 1986; Kounzes & Posner, 1987). Effective leaders will make sure that individuals grow to their fullest potential.

Hutton and Jobe (1985) conducted a research project on community college faculty in Texas. It was found that professional development opportunities were a source for job satisfaction. The Total Quality Management (TQM) believed in the importance of training staff development (Ratcliff, 1989). Herzberg (1959) discussed growth, which is related to professional development, as a motivator for job satisfaction.

The purpose of professional development opportunities is to allow individuals to grow, learn, and advance. Institutions, whether they are schools or business and industry, must invest in their employees. Deas (1994)

argued professional development has a positive effect on the climate within any organization. Within the confines of education, professional development opportunities enhance teaching and learning through needs assessment and continuous training (Ratcliff, 1989).

Evaluation

Evaluation was defined as the college's procedure for evaluating employees through positive feedback intended to provide professional growth for the employee. Miller (1988a) defined evaluation as "the process of determining the merit or worth or value of something or the product of that process" (p. 16). Evaluation is recognized by Bloom in Taxonomy of Educational Objectives: Cognitive Domain as the highest level of cognition and is placed at the apex of a pyramid of cognitive function. "Evaluation represents not only an end process in dealing with cognitive behavior, but also a major linking with the affective behaviors where value, liking, and enjoying are the central processes involved" (Miller, 1988a, p. 16). The two purposes of evaluation are to improve performance and to assist in making equitable and effective academic personnel decisions; it also requires judgment as well as measurement (Gappa & Leslie, 1993).

Over the years, evaluation procedures within higher education have changed. The reasons for these changes are as follows: The systematic use of faculty evaluation has

significantly increased; development programs are using more than summative evaluation systems; broader data bases have been used to make academic promotion and tenure decisions; the quality of student rating forms for appraising classroom teaching performance has substantially improved; court cases have imposed the quality and fairness of academic personnel decision; and the use of the research/scholarship criteria in making academic promotion and tenure decisions has increased (Miller, 1988a).

There are many evaluation models; they come in many varieties and are useful in different contexts and environments. Evaluation models also are designed to address different questions and to begin at different points. Some of the different models include Sciven's Formative-Summative Model, CIPP Model, Tyler's Goal Attainment Model, and Provus' Discrepancy Model (Kaffman & Thomas, 1980). Moreover, the ultimate goal of all the models is to support and assist in useful decision-making, not to make the decision (Kaffman & Thomas, 1980).

Although evaluation is used for improving performance and feedback for professional growth, it is extremely significant that the evaluation be positive. If it is seen as negative, the purpose of doing the evaluation will be null and void. Effective leadership must explain that the major purpose of evaluation is for improvement. Specifically, community colleges presidents must build trust

with their employees to positively influence how the evaluation process will be viewed (Bowman & Deal, 1991; Miller, 1988b; Gappa & Leslie, 1993).

Promotion

Promotion was defined as the college's commitment to internal promotion and advancement from within the organization. Promotion is usually the result of positive evaluations, hard work, and dedication. Promotion often comes with more authority and money. Promotion is usually seen as a job satisfier, and it has a positive effect on climate (Vaughan, 1986; Lunenburg & Ornstein, 1991). Herzberg's motivator growth can be directly related to this factor.

Regard for Personal Concerns

Regard for personal concerns was defined as the college's sensitivity to and regard for the personal concerns and well-being of employees. Effective leaders realize that the lack of sensitivity is worse than the lack of respect. Effective leaders must be sensitive to needs and desires of their employees. A regard for personal concern is a key contributor to job satisfaction, and it enhances climate (Lunenburg & Ornstein, 1991).

Reddin (1968) identified four basic leadership styles. The two styles dealt with regard to personal concern. These styles were called "Executive" and "Developer." The Executive Style gives a great deal of concern to both task

and people. A manager who uses this style is a good motivator, sets high standards, recognizes individual differences, and utilizes management. The Developer Style, on the other hand, gives maximum concern to people and minimum concern to the task. A manager who uses this style has implicit trust in people and is mainly concerned with developing them as individuals. Reddin (1968) stated that both of these styles of leadership were highly effective (cited in Lunenburg & Ornstein, 1991). Furthermore, Hersey and Blanchard (1988) developed their theory of effective leadership in relation to the factor regard for personal concerns.

The American Community College

History of the Community College

"The American community college movement is the most important innovation of the 20th century. It was born in the American heartland before the turn of the century and spread rapidly throughout the expanding West. As growing populations demanded educational opportunity, two-year colleges sprang up in all 50 states. A century later, there is a community college within a short drive of most Americans." (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). The mission of this segment of higher education has always been teaching and learning. According to T. O'Banion (1994) in the Community College Journal, this movement in

higher education has placed teaching and learning as the core of its existence.

The beginnings of the community college in the United States were humble. In the beginning, the survival of such an institution was doubted by many educators. The founding fathers of the first junior college movement were Harper, Lange, and Koos. They, along with others and a body of literature developed by Koos, founded and organized the junior college movement in 1921 with the establishment of the American Association of Junior Colleges (AAJC) (Deegan & Tillery, 1985). This organization was the voice for the junior college movement.

At the beginning of the 20th century, the community college was called the "junior college," and it did not differ greatly from the high school curriculum at that time. However, according to Deegan and Tillery (1985), there were three influences that assisted in the development of the community college, transforming the community college into an institution quite different from the early junior college.

According to Deegan and Tillery (1985):

First was the rapid industrialization of the United States and the mechanization of its agriculture, both leading to increasing demands for trained men and women. A second influence was the democratization of the public school education, which led to increasing completion rates from high school Federal policies encouraged the growth of postsecondary education that was pragmatic, affordable, and

in proximity to the people. Finally, there was the emergence of the American research universities. (p.3)

The roots of the community college could be traced back to Thomas Jefferson who wanted colleges placed within a day's ride for all Virginians, and he wanted the doors of public education open to all people. He also wished to see a technical philosophy implemented in which craftsmen in various fields of endeavor might receive evening instruction (Vaughan, 1983). Present-day community colleges do resemble some of the desires of Thomas Jefferson.

Classifications of Community Colleges

The community college of the 1990s serves as an institution that supports and assumes responsibility for many educational offerings in higher education. These offerings range from developmental and continuing education to vocational and transfer programs. No two community colleges are the same. No list of factors or groupings per se have been developed that relate to all two-year institutions. However, according to Katsinas (unpublished), there are 14 separate classifications of community colleges across America. These generalizations and broad categories are as follows:

1. Rural community colleges. Rural community colleges are typically one-campus institutions with a board of trustees. This type of institution offers both vocational and transfer programs of study.

2. Suburban community colleges. These colleges typically serve residents who live in the suburbs of large cities. They attract fewer first-time-in-college students than most other community colleges. These colleges typically concentrate on the liberal arts/transfer curricula and vocational offerings that focus primarily on technology.

3. Urban/inner city community colleges. These types of colleges are located in the inner city. Their purpose is to quickly train students for the work-place.

4. Metropolitan area district community colleges, centralized and decentralized. These types of colleges are groups of campuses within a specific geographic district and are governed by a board of trustees.

5. Community colleges adjacent to residential universities. These types of community colleges serve as feeder schools to area universities. Students who attend this type of community college take academic classes at both the college and the area university.

6. Mixed community colleges. These types of colleges have mixed characteristics of the previously discussed types of community colleges.

7. Hispanic-Serving Institutions (H-SIs). There are approximately 120 institutions of this nature. In order to be this type of school, the total enrollment must be at least 25% Hispanic.

8. Historically Black two-year colleges. These types of community colleges serve mostly Afro-American students. Fourteen of the 100 predominately Black institutions of higher learning are two-year colleges.

9. Tribally-controlled community colleges. These types of community colleges were designed to improve higher education for Native Americans. There are presently 14 of these two-year colleges.

10. Technical education only community colleges. These types of colleges place emphasis on technical and vocational education.

11. Transfer/general education only community colleges. These colleges are usually private.

12. Private (nonprofit/sectarian and nonprofit/nonsectarian) colleges. These are church related institutions focusing on a liberal arts education.

13. Proprietary colleges. These schools are also private. designed as postsecondary trade schools.

14. Two-year colleges at four-year institutions. "This category of college is distinguished by its governance system, created as a part of a larger university system within the state. This difference permeates the organizational structure as well as the mission of the institution" (p. 63).

Community Colleges at the End of the 20th Century

The community college has revolutionized higher education. At the end of their first century, two-year colleges are the largest single entity in postsecondary education (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994). The degree offered by the two-year college has become a symbol of achievement. The two-year institution has opened many doors to students who have desired an education but could not attend the university (Deegan & Tillery, 1985). For racial minorities, women, and older students, the community college has served as a beacon of light and hope in this society. Harper, one of the founding fathers of the community college, had a dream of creating a college for the general public. At the close of this century, it is evident that the community college is for the people (Witt, Wattenbarger, Gollattscheck, & Suppiger, 1994).

Job Satisfaction and Organizational Climate at the Community College

Although the community college has well served urban and rural areas, there are obstacles that must be overcome. Nearing the year 2000, there is a need at the community college level outstanding leadership that promotes job satisfaction and encourages an open and warm organizational climate. The most successful community colleges of the 21st century will be those that promote shared leadership, needs assessment, accountability, teaching, involvement,

continuous learning, and job satisfaction. The least successful community colleges will adhere to strict governance, control, and centralized decision making (Alfred & Carter, 1993; Chappell, 1995; Vaughan, 1986). Community college presidents must help create a climate at the institution that encourages leadership, job satisfaction, healthy relationships among peers, and shared decision-making (Vroom, 1982; Vaughan, 1989).

Moreover, community college leaders must make strides to improve the quality of education for students and to enhance job satisfaction not only for faculty and staff but also administration. The faculty at community colleges is satisfied mostly by student achievement and administrators who have regard for personal concerns (Stage, 1995). Job satisfaction is extremely important: lack of satisfaction equals little or no performance. According to Lombardi (1992), the two main predictors of job satisfaction are self-efficacy or sense of personal control over one's career and intrinsic rewards. Studies of faculty and administrators' job satisfaction have revealed that intrinsic rewards of academic work have been most closely associated with global satisfaction.

Vaughan (1986) found that the leadership style of the president had an effect on job satisfaction for faculty. Because the employee/employer relationship is extremely significant, it can be assumed that just as the president's

style affects job satisfaction for faculty, the faculty's morale and acceptance of the president at the community college could have an effect of the chief administrator's job satisfaction. The community college and its leadership and faculty, therefore, must be willing to be flexible and seek solutions to old and new problems without abandoning those sacred tenets of its philosophy. Job satisfaction and a warm, open climate thus might exist within this arena of higher education.

The Role and Profile of the Community College President

The success of any community college will depend to some degree on the president. The community college president is the chief administrator at the institution. He or she is responsible for the daily operations of the college. This administrator serves as the liaison between the board of trustees and the college's administration, faculty, staff, and student body (Vaughan, 1989; Vaughan, 1986). A community college president is responsible for seeing that the institution is managed effectively and efficiently. A college president must demonstrate through words and deeds that an educational institution's reason for existence is the discovery, examination, analysis, organization, and transfer of knowledge (Vaughan, 1989). The chief administrator is responsible for the management of the school, the creation of the climate along with the board of trustees, and the interpretation of the institution's

mission (Vaughan, 1989; Lee & VanHorn, 1983). Community college presidents help to chart the educational, social, and economic life of thousands of students, faculty members, and administrators across the nation (Vaughan, 1986).

Ratcliff (1989) stated:

The function of the chief executive officer have been identified as raising money, balancing the budget, participating in the establishment of institutional goals, working with faculty to create an environment that encourages learning, and recruiting, and maintaining a high quality of faculty. Furthermore, a central responsibility of the president, which relates to everything else he undertakes, is the establishment of an institutional environment conducive to learning. The president does not establish such an environment through the force of his own personality so much as he makes possible its development through the ways in which he works with his staff officers and other constituencies of the institution. (p. 87)

According to a 1980 issue of The Community College Journal, the role of the president is multifaceted. When various presidents were asked to describe their role, one president said his role was manipulator. Another said that his role was educational leader with the responsibility of setting with the the board the "tone and pace" of the institution. Another said his role was marketer or interpreter for the college to its many constituents. One community college president said he was a manager, which means a leader, forerunner, director, and guardian. One president stated he was a money manager and noted, "The

successful president understands pedagogy as well as finances and that through managing the money the president engages in creative planning" (Vaughan, 1986).

According to Vaughan (1986) in The Community College Presidency, community college presidents across the country are responsible for the employment of more than 270,000 full-time faculty, librarians, counselors, and other administrators. Most of these individuals have been in their current position for five years or less. Seventy-one percent of the fathers of community college presidents did not finish high school. Only 29% finished high school, but they had no college experience. By studying these figures, it is evident that many community college presidents today came from working-class homes. Most the community college presidents are married with children; however, they have little time to spend with their families.

The majority of community college presidents across the nation have doctoral degrees. In a survey conducted by Vaughan (1986) on 591 college presidents, 44% had Doctor of Education degrees, and 32% had Doctor of Philosophy degrees in various fields of study. Surprisingly, 24% did not have doctorates; 17% had Master of Arts degrees. Specifically, 101 presidents had a Master of Arts degrees. Three percent had only a Bachelor of Arts degrees, and the remaining were

educational specialist degree holders and law degree holders.

According to Vaughan (1986), the major job satisfiers for community college presidents are as follows: (1) The relationships with the college community and community at large; (2) graduation rate holding a special fascination, meaning as much to some presidents as it does to students; (3) faculty, trustees, administrators, and students successes; and (4) gaining satisfaction from what they can see, touch, and experience firsthand.

The community college president is held in high esteem. Faculty, administration, and students look to the president for guidance and direction. Furthermore, the board depends on the president to execute and enforce all laws and rules. Many difficult issues face the community college president on a day- to-day basis, such as hiring and firing, tenure and promotion, equity and accountability--just to name a few. Consequently, the responsibilities of the president are intensifying and becoming more complex (Walker, 1979; Vaughan, 1989).

The American Council on Education reported that nationally there was an overwhelming turnover of top level college administrators. Some researchers believed that this turnover was due to job dissatisfaction, climate, stress, and burn out (Glick, 1992; Vaughan, 1986). Also, turnover

among administrators at colleges is costly and is related to job dissatisfaction (Glick, 1992; Vaughan, 1986).

Additional Factors that May Affect Job Satisfaction and Climate for Community College Presidents

Because there are many factors that could affect job satisfaction and climate for community college presidents, the researcher examined a few other potential factors discovered in the reading of the literature.

Gender and Ethnic Differences

It is a proven fact that men and women see situations differently. This idea also could be seen as true in the world of leadership. One of the major causes of job dissatisfaction for women in higher education is the lack of communication, stress, and relationships with other colleagues (Hersi, 1993). These causes of job dissatisfaction could result in an increase absenteeism (Dear, 1995), a decrease in teaching and learning, and a loss of morale and interest for the job (Lunenburg & Ornstein, 1991). Another source for dissatisfaction for men and women is members of the opposite sex occupying most of the jobs (Cassidy & Warren, 1991). However, some researchers have concluded that gender is not even an issue when it comes to job satisfaction (Kirby, 1987; Carbone, 1981).

As far as leadership is concerned, "Women, blacks, and ethnic minority presidents are important to the community colleges not only for what they bring to the presidency as

individuals but also as symbols for others of similar background who inspire to the presidency" (Vaughan, 1989, p. 65). Women constitute 7.6% of all community college presidents; blacks constitute 3.9%, and Hispanics make up only 2.1% (Vaughan, 1989). Vaughan (1989) also stated that a "double standard" is applied to women and individuals of color. In some instances, these persons are expected to do more and are forgiven less for mistakes than is the case with white male presidents.

According to the research, sixty-six percent of female presidents viewed the presidency as asexual once they assumed office. Sixty percent of the Hispanic presidents saw the presidency as "aracial" once they assumed office. In contrast, 69% of Black presidents did not see the presidency as being "aracial" once they assumed office (Vaughan, 1989).

Vaughan (1989) further stated:

Racial and ethnic minorities and women face special challenges as they move into the presidency. Governing boards, current presidents, the college community, and society in general remain somewhat insensitive to these challenges. However, most boards appear to want the presidency to be filled by outstanding leaders, regardless of sex, race, or ethnic background. (p. 70).

Classification of the Organization

It can be assumed that the larger the college, the larger the demands on the president. Perhaps classification

of the community college will have some effect on job satisfaction and climate for not only the president but also faculty, students, and staff. There is no precise method for classifying colleges; however, Katsinas (unpublished) developed a system that distinguishes 14 classifications in the community colleges of the United States. These classification were defined and described in the "Community College Background" section of this review of literature. The fourteen classifications are rural community colleges, suburban community colleges, urban/inner city community colleges, metropolitan area district community colleges, centralized and decentralized, community colleges adjacent to residential universities, mixed community colleges, Hispanic-serving institutions, historically Black two-year colleges, Tribally-controlled community colleges, transfer/general education only, technical education only, private (nonprofit/sectarian and nonprofit/nonsectarian colleges), proprietary colleges, and two-year colleges at four-year institutions.

Years of Experience

The majority of presidents remain in office long enough to leave a mark on the institution. Some researchers believed the average length of time for an effective president is seven years. Corbone (1981) found that out of a survey of more than 1,200 presidents that 35% of the sample served from five to 10 years, and just under 18% held

the office of president from 11 to 19 years. Eight percent served as chief administrator for more than 30 years. Vaughan (1989), however, also found that "because rapid turnover in the office of president is considered detrimental to institutional welfare, the demographic characteristics of long-term presidents were given some special analysis. Unfortunately, the analysis yielded little that could be used as a predictor of durability or satisfaction in office" (p. 11). One retired president of a private junior college stated, "I do not think any president should stay more than 10 years. Move to another campus if you are young enough or take on a teaching job as part of your contractual obligation. You've given your best in that time, and there is little juice left in the lemon" (Vaughan, 1989, p. 10). One researcher believed, years of experience is also related to burn out which comes from stress. Stress is one of the leading cause of job dissatisfaction (Davis, 1994).

Summary

The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as applied to community college presidents. Furthermore, this study was done to ascertain if there were any significant differences in means for job satisfaction within the context of organizational climate when controlling for gender,

ethnicity, classification of community college, and number of years experience as a college president. In this study, job satisfaction refers to a person's positive or negative attitude or emotional response toward his or her place of employment (Beck, 1990; McCormick & Ilgen, 1980). Interest in the study of job satisfaction was intensified after the completion of the Hawthorne Studies done by Elton Mayo and his associates in Chicago, Illinois. In this dissertation, organizational climate refers to the perceptions of participants of certain intangible aspects of the environment or institution. It is the personality of an organization (Deas, 1994; Lunenburg & Ornstein, 1991). The president is the chief administrator at a given institution. He or she is responsible for the day-to-day operations of the college.

Some research has been done on the relationship between job satisfaction theory and organizational climate theory in the context of education. Job satisfaction and organizational climate theories differ in education from that of business and industry. In education, the focus is on teaching and learning and student outcomes while business and industry emphasize production and profit. There is a need at the community college level for outstanding leadership that promotes job satisfaction and encourages an open and warm climate. The most successful community colleges of the 21st century will be those that promote

shared leadership, needs assessment, accountability, teaching, involvement, continuous learning, and job satisfaction. Findings of this study have advanced the body of knowledge by testing the theoretical constructs of job satisfaction and organizational climate as applied to community college presidents.

CHAPTER 3 DESIGN OF STUDY

The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as applied to community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for the eight job satisfaction variables controlling for gender, ethnicity, classification of the community college by size, and number of years of experience as a college president.

The research questions are as follows:

1. How do community college presidents perceive organizational climate at their respective institutions using a set of seven identified factors for climate?
2. Using the same seven climate factors as an index, how satisfied are community college presidents with the organizational climate of their respective institutions?
3. How important is each of eight identified job satisfaction variables to community college presidents in the performance of their specific job responsibility?
4. For each of eight job satisfaction variables, is there a significant relationship between measures of

satisfaction and a set of seven measures of satisfaction with organizational climate, as reported by community college presidents?

5. Is there a significant difference in the means of eight job satisfaction variables for community college presidents when compared by gender of the president, ethnic origin of the president, classification of the community college, and length of time served as a college administrator?

Methodology

To answer these stated questions, the researcher used a survey which addressed job satisfaction and organizational climate. The survey ascertained data relative to community college presidents' perception of seven factors related to organizational climate, their levels of satisfaction with these factors, and significance of eight factors of job satisfaction in fulfilling their duties as community college presidents. To answer research questions one, two, and three, information was collected on perception of climate, satisfaction with climate, and importance of job satisfaction. This information was analyzed to develop a universal profile of community college presidents.

Composites were developed to understand how presidents generally perceived organizational climate in community colleges, how satisfied they were with the climate, and how significant each of the eight job satisfaction variables was

in the performance of their jobs as presidents. Person product moment correlation coefficients were used to answer research questions four. This type of analysis was used to examine the nature of the relationship between satisfaction and organizational climate and the importance of specific aspects of job satisfaction. Furthermore, the general linear models procedure (ANOVA) was used to determine if any significant differences were evident in the measure of job satisfaction when controlling for gender of the presidents, ethnicity of the presidents, classification of the community college, and the number of years the administrator has served.

The person product moment was used, moreover, to analyze each of the job satisfaction factors individually against the seven identified climate factors. The researcher wanted to determine which climate factors had a significant relationship with one or all of the job satisfaction factors used in the study for community college presidents. This research should verify or reject the idea that previously tested theories about job satisfaction and climate can or cannot be applied to community college presidents.

The Population

All presidents who were members of the American Association of Community Colleges were invited to participate in the research survey. Furthermore, some

states had state systems for community colleges wherein one person served as president for that entire state. In these cases, the one person was sent a survey for that state system. Community college presidents in the United States number more than 1,000. Endorsement for the research project was given by Dr. D. Pierce, president of the American Association of Community Colleges (AACC).

Procedure for Data Collection

A letter of invitation was mailed to the presidents of all institutions who were members of the American Association of Community Colleges. A copy of the survey and a self-addressed, paid envelope were sent to all potential subjects. All presidents were asked to respond by the due date written on the survey and the cover letter. A follow-up letter also was sent three weeks after the original survey was mailed.

Instrumentation

The survey instrument used to gather data was a replica of the survey used in a University of Florida dissertation that tested the same theoretical constructs on community college chief instructional officers (Chappell, 1995). Although the survey used in this research project targeted a different population, the original survey was derived from literature related to job satisfaction and organizational climate.

According to Chappell (1995), the instrument was tested for validity, reliability, and consistency. The original survey instrument was reviewed by the Board of Directors of the National Council of Instructional Administration (NCIA) at their board meeting in December, 1994. To complete the validation process, nine community college professionals were asked to complete Part I of the survey on two different occasions. Validity and reliability were verified by analyzing the subjects' answers to each of the 21 questions in Part I of the original survey. This was done to make sure that a range of responses were present. Consistency was confirmed by comparing the answers received from the pretest and posttest given to the eight subjects who completed the entire field test (Chappell, 1995).

A Person product moment correlation analysis affirmed that a variety of responses could be obtained if the instrument was used, that the questions were clearly stated, and that suitable correlations between the first and second set of responses were present. The correlation coefficients for the field test were extremely high. They ranged from 0.2336 to 0.9492 (Chappell, 1995). Furthermore, the wording of the instrument was reviewed by a panel of community college presidents for face validity.

Moreover, the survey addressed a set of seven organizational climate factors which were drawn from educational research. These were used to see how they

related to eight job satisfaction variables. The seven organizational climate factors and their definitions are as follows:

1. Internal Communication. The college's formal and informal communication processes and style.

2. Organizational Structure. The college's administrative operation or its hierarchial lines of authority and requirements for operating within that hierarchy.

3. Political Climate. The nature and complexity of the college's internal politics or the degree to which an employee must operate within a political framework in order to accomplish his or her task.

4. Professional Development Opportunities. The opportunities for employees to pursue and participate in activities to enhance job performance.

5. Evaluation. The college's procedure for evaluation through positive feedback intended to provide professional growth for the employee.

6. Promotion. The college's commitment to internal promotion and advancement from within the organization.

7. Regard for Personal Concern. The college's sensitivity to and regard for the personal concerns and well-being of employees.

There were eight job satisfaction factors used in this study which were drawn from educational research. They were

used to determine the relationship between them and the previously defined organizational climate factors. The job satisfaction factors are listed and defined as follows:

1. Participation in Decision-Making. The college's process for decision-making and opportunities for involvement by the employee to participate in that process.

2. Power. The amount or degree of jurisdiction or discretion that the employee is able to exercise while performing the tasks of his or her position.

3-5. Relationship with Colleagues. The quality of the affiliation that an employee maintains with his or her peers, subordinates, and supervisor (board of trustees).

6-7. Salary and Benefits. The perceived equity and adequacy of the salary and benefit package received by the employee.

8. Professional Effectiveness. The perceived overall effectiveness of the employee in his or her position.

The survey instrument also included questions regarding the president's overall satisfaction with his or her position, and his or her overall satisfaction with the total operation of the college. These questions were given to validate the composite of categorical responses regarding job satisfaction and organizational climate. Moreover, the instrument asked for responses regarding gender and equity, number of years of experiences and the classification of the community college. This information was gathered to

ascertain if there were significant differences in the means of the eight job satisfaction variables for community college presidents across the country.

Statistical Analysis

A correlation coefficients analysis was used for the statistical test to ascertain the relationship between the job satisfaction and organizational climate factors as reported by community college presidents. This analysis was used to determine if any of the organizational climate factors were significantly related to any of the job satisfaction factors. Furthermore, the general linear models procedure (ANOVA) was used to determine if there was a significant difference in the means of eight job satisfaction variables when controlling for gender, ethnicity, number of years of experience, and community college type as reported by the chief administrators.

Reporting Procedure

After all data were received and analyzed by the researcher, a community college president profile was developed. Moreover, the information received revealed presidents' perception of organizational climate and their levels of satisfaction with regard to their colleges' organizational climate. The survey also determined how significant each of the eight job satisfaction factors was, and if there were any significant differences when controlling for additional factors that could influence job

satisfaction and organizational climate. All of these data are reported in Chapter 4 and in the appendices of this dissertation in the form of graphs, charts, and written text.

Summary

A vast amount of research has been done on the theoretical basis of job satisfaction and organizational climate. In addition, an enormous amount of research has been done on the relationship of job satisfaction and organizational climate in business and industry. However, little has been done within the confines of higher education, and no studies have been found using the constructs of job satisfaction and organizational climate relative to the perspective of a community college president.

As a result, this study tested the theoretical constructs of job satisfaction and organizational climate as reported by community college presidents. The answers to the questions regarding the relationship between organizational climate and job satisfaction, as reported by community college presidents, are reported and discussed in the next chapter.

CHAPTER 4 PRESENTATION AND ANALYSIS OF DATA

The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as applied to community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience as a college president. Specifically, the research addressed five questions:

1. How do community college presidents perceive organizational climate at their respective institutions, using a set of seven identified factors for climate?
2. Using the same seven climate factors as an index, how satisfied are community college presidents with the organizational climate at their respective institutions?
3. How important is each of eight identified job satisfaction variables to community college presidents in the performance of their specific job responsibilities?
4. For each of eight job satisfaction variables, is there a significant relationship between measures of job

satisfaction and a set of seven measures of satisfaction with organizational climate, as reported by community college presidents?

5. Is there a significant difference in the means of eight job satisfaction variables for community college presidents when compared by gender of the president, ethnic origin of the president, classification of the community college, and length of time served as a college administrator?

Survey Responses

A total of 801 surveys were mailed to community college presidents across the nation, who were members of the American Association of Community Colleges (AACC). Please note that some states had only one president in the state who reported to the board of trustees for that state. In those instances, only one survey was mailed to that state's president. Two hundred and eighty-four surveys were returned, thus giving a 35% rate of return. However, some participants chose not to answer some of the questions. This analysis included all responses that were recorded by the participants. Moreover, all subjects were provided with a postage paid envelope to maximize the rate of return and insure anonymity. With such a low response rate, the reader is warned about making generalizations to the population based on the results.

Community College Presidents' Profile

Gender and Ethnicity

Tables 1 through 3 provide gender and ethnic distributions for community college presidents. A total of 283 subjects answered the question regarding gender. Two

Table 1 <u>Community College Presidents: Distribution by Gender</u>		
Gender	n	%
Male	242	85.5
Female	41	14.5
TOTAL	283	100.0

Table 2 <u>Community College Presidents: Distribution by Ethnic Origin</u>		
Ethnic Origin	n	%
Black/African American	9	3.2
Hispanic	14	5.0
White/Caucasian	251	89.6
Other	1	0.4
Asian American	2	0.7
Native American	3	1.1
TOTAL	280	100.0

Table 3
Community College Presidents: Distribution by Gender
and Ethnic Origin

Gender & Ethnic Origin	n	%
White Male	215	77.06
White Female	35	12.54
Black Female	0	0
Hispanic Male	10	3.58
Black Male	9	3.23
Asian American Male	2	0.72
Asian American Female	0	0
Hispanic Female	4	1.43
Native American Male	1	0.36
Native American Female	2	0.72
Other	1	0.36
TOTAL	279	100.0

hundred and forty-two (85.5%) community college presidents were male. Forty-one (14.5%) respondents were females. As far as ethnicity, 251 (89.6%) of community college presidents were white/Caucasian. Blacks and Hispanics represented 8.2% of the total, with 9 and 14 respondents (3.2% and 5.0%), respectively. Asian American and Native Americans represented 1.8% of the total, with 2 and 3 respondents (0.7% and 1.1%), respectively. One subject recorded other which is 0.4% of the total population. Four individuals did not respond to the question of ethnicity.

As noted in Table 3, the distribution by gender and ethnic origin for community college presidents was given. Five subjects did not respond to this item on the survey. Furthermore, all gender/ethnic origins were represented except Black and Asian American Females. Over 3/4 of the respondents were white males.

Classification of Community Colleges

Fourteen different classifications of community colleges were discussed in Chapter 2. However, for the purpose of the survey only three of those classifications were used since those **broder** classifications have not been reviewed or adopted by AACC. The classifications used were rural, suburban and urban community colleges. Table 4 shows the distribution of community college presidents by classification of the institution. One hundred and thirty-four (50.8%) of the respondents classified their community college as rural. Sixty-five (24.6%) subjects stated that their college was a suburban institution, and 65 (24.6%) subjects classified their institution an urban school.

Number of Years Served As Chief Administrator

Table 5 shows the distribution of Community College Presidents according to the number of years served as the Chief Administrator. Two hundred and eighty-three subjects responded to this question. When looking at opposite ends of the spectrum, 191 (67.5%) have more than 15 years as

Table 4
Community College Presidents: Distribution by
Classification of Community College

Classification	n	%
Rural	134	50.8
Suburban	65	24.6
Urban	65	24.6
TOTAL	264	100.0

Table 5
Community College Presidents: Distribution by Number
of Years Experience As A Chief Administrator

Years Experience	n	%
Less than 1 year	3	1.1
1-5 years	30	10.6
6-10 years	21	7.4
11-14 years	38	13.4
15 years or more	191	67.5
TOTAL	280	100.0

Chief Administrator, and three (1.1%) of the administrators reported having served for less than one year.

Current Position Title

All subjects were asked to write in their current position title. Table 6 shows the distribution of the community college presidents by title of position. One of

Table 6
Community College Presidents: Distribution by Current Position Title

Title	n	%
Chancellor	6	2.1
President	278	97.9
TOTAL	284	100.0

two titles were recorded by the respondents. All 284 subjects responded to the question. Two hundred and seventy-eight (97.9%) were titled as President, and six (2.1%) were called Chancellor.

Research Question 1

Research Question 1 stated how do community college presidents perceive organizational climate at their respective institutions, using a set of seven identified factors for climate? In this study, climate was defined as the conditions that affect job satisfaction and productivity. The factors under investigation included (a) internal communication, (b) organizational structure, (c) political climate, (d) professional development opportunities, (e) evaluation, (f) promotion, and (g) regard for personal concerns.

The seven factors were coded as follows:

IC = Perception of Internal Communication

OS = Perception of Organizational Structure

PCL = Perception of Political Climate

PDO = Perception of Professional Developmental
Opportunities

EVAL = Perception of Evaluation

PROMO = Perception of Promotion

PRC = Perception of Regard for Personal Concerns

Presidents surveyed were asked to rate their level or degree to which the seven organizational factors were present at their community college with five (5) indicating the highest level of presence and one (1) indicating the lowest level of presence. Therefore, the rating of five was interpreted as the very highest level of presence or existence of the organizational climate factor in question. The rating of four was understood to mean a high level of existence of the factor. The rating of three represented a moderately high level of existence. The rating of two was interpreted as a low level of existence of the organizational climate factor, and the rating of one was understood to mean that a very low existence or presence of the factor in question was evident.

Tables 7, 8, and 9 give a composite of community college presidents' perceptions of organizational climate at their colleges. Through a close examination of Table 8, it is evident that the three highest mean rated factors for organizational climate were regard for personal concerns

Table 7

Community College Presidents' Perceptions of
Organizational Climate: Frequency Distributions

Factor		Ratings					Totals
		5	4	3	2	1	
IC	n	90	159	28	5	0	283
	%	31.8	56.2	9.9	1.8	0.0	100
OC	n	39	118	88	36	2	283
	%	13.8	41.7	31.1	12.7	0.7	100
PCL	n	57	70	69	56	30	282
	%	20.2	24.8	24.5	19.9	10.6	100
PDO	n	117	98	48	18	2	283
	%	41.3	34.6	17.0	6.4	0.7	100
EVAL	n	117	79	42	11	7	282
	%	41.5	28.0	14.9	3.9	2.5	100
PROMO	n	65	144	66	9	0	284
	%	22.9	50.7	23.2	3.2	0.0	100
RPC	n	149	120	15	0	0	284
	%	52.5	42.3	5.3	0.0	0.0	100

*26 presidents responded there was no method of evaluation.

IC = Perception of Internal Communication

OS = Perception of Organizational Structure

PCL = Perception of Political Climate

PDO = Perception of Professional Development Opportunities

EVAL = Perception of Evaluation

PROMO = Perception of Promotion

RPC = Perception of Regard for Personal Concerns

Table 8

Community College Presidents' Perceptions of
Organizational Climate Mean Distributions

Factor	N	Mean	SD	StdErr
IC	283	4.173	0.700	0.041
OS	283	3.551	0.907	0.053
PCL	282	3.241	1.276	0.075
PDO	283	4.095	0.946	0.056
EVAL	282	3.744	1.536	0.091
PROMO	284	3.933	0.765	0.035
RPC	284	4.471	1.536	0.035

IC = Perception of Internal Communication

OS = Perception of Organizational Structure

PCL = Perception of Political Climate

PDO = Perception of Professional Development
Opportunities

EVAL = Perception of Evaluation

PROMO = Perception of Promotion

RPC = Perception of Regard for Personal Concerns

Table 9

Community College Presidents' Perceptions of Organizational Climate: Correlation Table

	IC	OS	PCL	PDO	EVAL	PROMO	RPC
IC	1.0000	0.01668	-0.14625*	0.13544*	0.26888*	0.25224*	0.13370*
OS	0.01668	1.0000	0.22257*	-0.00365	-0.01063	0.11209	0.04352
PCL	-0.14625*	0.22257*	1.0000	-0.11573	-0.20793*	-0.05337	-0.00619
PDO	0.13544*	-0.00365	-0.11573	1.0000	0.29050*	0.09175	0.08316
EVAL	0.26888*	-0.01063	-0.20793*	0.29050*	1.0000	0.14332*	0.08696
PROMO	0.25224*	0.11209	-0.05337	0.09175	0.14332*	1.0000	0.16222*
RPC	0.13370*	0.04352	-0.00619	0.08316	0.08696	0.16222*	1.0000

* = significant correlation, alpha level less or equal to 0.05.

IC = Perception of Internal Communication

OS = Perception of Organizational Structure

PCL = Perception of Political Climate

PDO = Perception of Professional Development Opportunities

EVAL = Perception of Evaluation

PROMO = Perception of Promotion

RPC = Perception of Regard for Personal Concerns

(RPC), internal communications (IC), and professional development opportunities (PDO). Of these three factors, regard for personal concerns rated the highest with 269 (94.8%) respondents rating this factor with a four or five, and 149 (52.5%) of the presidents rated this factor a five, which was the highest possible rating. Therefore, it can be concluded that community college presidents believe that their workplaces have a personal concern for the well-being and welfare of them and others.

Internal communication also received a high rating. The mean score for this factor was 4.173. Of all respondents, 249 (88%) rated this factor as very highly present or highly present at their community colleges. As a result, it can be stated that community college presidents work in environments where the lines of communication are open. Furthermore, professional development opportunities was a factor that received a high rating by the respondents. The mean score for this factor 4.095; of all respondents, 215 (75.9%) rated this factor either a four or five. Just as with internal communication and regard for personal concerns, presidents believed they work in institutions where there was adequate opportunities for professional development.

On the other hand, the factor perception of political climate received the lowest rating of all organizational factors; its mean score was 3.241. According to the

frequency distribution in Table 7, it is evident that the responses to this question were relatively evenly distributed. Of the respondents, 127 (45%) rated this factor either 4 or 5, 69 (24.5%) rated it three, and 86 (30.5%) rated it either one or two. These results were important. First, a high rating in perception of political climate might not be the best. Does one want to work in an environment that is highly political? Political climate was defined as the nature and complexity of the college's politics. Therefore, according to the results, 45% of the respondents reported working in environments that had a strong presence of political climate or the framework in which to operate at their college was extremely complexed. On the other hand, 30.5% of the presidents responded either with a one or two, thus they believed that the level and complexity of internal politics was not high.

It is noteworthy to mention that although the mean score (3.744) for the factor evaluation was moderately high, 26 (9.2%) of the presidents responded that there was not formal or informal method of evaluation.

The pearson product moment correlation coefficients are present in Table 9. If the p-value was less than .05, then there was a significant correlation. Some correlations were negative and significant, and others were positive and significant. The significant correlations are denoted in Table 9 with an asterisk (*). There was a

negative/significant correlation between perception of internal communication (IC) and perception of political climate (PCL). These data were interpreted to mean a high response in internal communication corresponded with a low response in political climate. Therefore, the more open the lines of communication were at an institution, the less political the climate was for the President.

Furthermore, internal communication had a positive/significant correlation with the organizational climate factors dealing with perception of professional development opportunities, evaluation, promotion and regard for personal concerns. The high responses in internal communication corresponded with the high responses in perceptions of professional development opportunities, evaluation, promotion, and regard for personal concerns. Therefore, the more open the lines of communication were at an institution, the greater the professional development opportunities, evaluation process, promotion, and regard for personal concerns. There were also positive/significant correlations between perception of organizational structure and perception of political climate. These results suggested when the chain of command was followed at in institution, the less political the college climate was. There was a positive/significant relationship between perception of professional development opportunities and perception of evaluation. These results suggested the more opportunities

there were for professional development, the better the evaluation was for a community college president. There was a positive/significant relationship between perception of evaluation and perception of promotion. These results suggested the better the evaluation was of a president, the greater the chances were for a higher promotion of faculty and other administrators. There was also a positive/significant relationship between perception of promotion and regard for personal concerns. These results suggested the more promotions, the greater the regard for personal concern. Furthermore, there was also a negative/significant correlation between perception of political climate and perception of evaluation. These results suggested the more political the climate was, the worst the evaluation was for the president.

Research Question 2

The second research question stated using the same seven climate factors as an index, how satisfied are community college presidents with the organizational climate at their respective institutions? Through a close analysis of the descriptive statistic recorded from the respondents, a composite of how satisfied community college presidents were with the organizational climate at their schools was identified. The same coding was used in question two and one; however, a numeral 2 was added to differentiate between

perceptions of and satisfaction with. The coding was as follows:

IC2 = Satisfaction with Internal Communication
OS2 = Satisfaction with Organizational Structure
PCL2 = Satisfaction with Political Climate
PDO2 = Satisfaction with Professional Development Opportunities
EVAL2 = Satisfaction with Evaluation
PROM2 = Satisfaction with Promotion
RPC2 = Satisfaction with Regard for Personal Concerns

Presidents surveyed were asked to rate their level or degree to which they were satisfied with the organizational climate at their community college with five (5) indicating the highest level of satisfaction with that particular factor and one (1) indicating the lowest level of satisfaction. Therefore, the rating of five was interpreted as the very highest level of satisfaction with the climate factor in question. The rating of four was understood to mean a high level of satisfaction of the factor. The rating of three represented a moderately high level of satisfaction. The rating of two was interpreted as a low level of satisfaction, and the rating one was understood to mean that a very low level of satisfaction with the factor in question was evident.

Tables 10 through 12 show the satisfaction rating for the seven organizational factors. According to Table 11, the three highest factors in descending order were regard

Table 10

Community College Presidents' Satisfaction with
Organizational Climate: Frequency Distributions

Factor		Ratings					Totals
		5	4	3	2	1	
●IC2	n	67	134	63	18	2	280
	%	23.6	47.5	22.2	6.3	0.7	100
OC2	n	51	132	69	30	1	283
	%	18.0	46.6	24.4	10.6	0.4	100
PCL2	n	44	82	69	58	27	280
	%	15.7	29.3	24.6	20.7	9.6	100
PDO2	n	119	87	52	21	4	283
	%	42.0	30.7	18.4	7.4	1.4	100
EVAL2	n	113	78	35	25	2	282
	%	40.1	27.7	12.4	8.9	0.7	100
PROMO2	n	82	131	57	12	2	284
	%	28.9	46.1	20.1	4.2	0.7	100
RPC2	n	148	110	22	2	1	283
	%	52.3	38.9	7.8	0.7	0.4	100

* = 19 presidents reported no method of evaluation.

IC2 = Satisfaction with Internal Communication

OS2 = Satisfaction with Organizational Structure

PCL2 = Satisfaction with Political Climate

PDO2 = Satisfaction with Professional Development
Opportunities

EVAL2 = Satisfaction with Evaluation

PROMO2 = Satisfaction with Promotion

RPC2 = Satisfaction with Regard for Personal Concerns

Table 11

Community College Presidents' Satisfaction with
Organizational Climate: Mean Distributions

Factor	N	Mean	SD	StdErr
IC2	284	3.866	0.871	0.051
OS2	280	3.713	0.850	0.053
PCL2	280	3.207	1.215	0.072
PDO2	280	4.045	1.014	0.060
EVAL2	280	3.702	1.503	0.069
PROMO2	280	3.982	0.850	0.053
RPC2	283	4.420	0.856	0.060

IC2 = Satisfaction with Internal Communication

OS2 = Satisfaction with Organizational Structure

PCL2 = Satisfaction with Political Climate

PDO2 = Satisfaction with Professional Development
Opportunities

EVAL2 = Satisfaction with Evaluation

PROMO2 = Satisfaction with Promotion

RPC2 = Satisfaction with Regard for Personal Concerns

Table 12

Community College Presidents' Satisfaction with Organizational Climate: Correlation Table

	IC2	OS2	PCL2	PDO2	EVAL2	PROMO2	RPC2
IC2	1.0000	0.3338*	0.0699	0.1471*	0.2590*	0.5551*	0.3769*
OS2	0.3338*	1.0000	0.2677*	0.1370*	0.1649*	0.2136*	0.1851*
PCL2	0.0699	0.2677*	1.0000	0.1739*	0.1254*	0.0049	0.0928
PDO2	0.1471*	0.1370*	0.1739*	1.0000	0.4193*	0.1655*	0.2119*
EVAL2	0.2590*	0.1649*	0.1254*	0.4193*	1.0000	0.3146*	0.1708*
PROMO2	0.3351*	0.2136	1.0000	0.1655*	0.3146*	1.0000	0.3801*
RPC2	0.3769*	0.1851*	0.0928	0.2119*	0.1708*	0.3801*	1.0000

* = significant correlation, Alpha level less than or equal to 0.05.

IC2 = Satisfaction with Internal Communication

OS2 = Satisfaction with Organizational Structure

PCL2 = Satisfaction with Political Climate

PDO2 = Satisfaction with Professional Development Opportunities

EVAL2 = Satisfaction with Evaluation

PROMO2 = Satisfaction with Promotion

RPC2 = Satisfaction with Regard for Personal Concerns

for personal concern (RPC2/mean score 4.420), professional development opportunities (PDO2/mean score 4.045), and Promotion (PROM2/mean score 3.982). Moreover, the lowest level of satisfaction reported by respondents was satisfaction with political climate (PCL2/mean score 3.207).

According to Table 10, a total of 258 (91.2%) of the presidents were very satisfied or satisfied with regard for personal concerns (RPC2) at their respective colleges. On the other hand, only two (1.4%) said they were unsatisfied or very unsatisfied with this factor. The factor satisfaction with professional development opportunities (PDO2) indicated 206 (72.7%) of the respondents were either satisfied or very satisfied with their institution in regards to this factor. Furthermore, the data related to satisfaction with promotion (PROMO2) indicated that 213 (75%) of the subjects were very satisfied or satisfied with the factor as it relates to their community college.

It is noteworthy to mention that 91.2% of the presidents were satisfied or very satisfied with regard to personal concerns. These data were consistent with their perception of regard for personal concerns. Of the respondents, 94.8% had a strong or very strong perception of regards for personal concerns. These data suggested that Presidents were satisfied with their sensitivity to and regard for the personal concerns of all employees. Likewise, their satisfaction with professional development

opportunities also was consistent with their perception of professional development opportunities. As stated earlier, 91.2% of the respondents rated this factor with a four or five as far as satisfaction was concerned, and 94.8% of the respondents rated this factor four or five as far as perception was concerned for professional development opportunities. These data suggested that Presidents were satisfied with their opportunities for professional development.

Presidents also were satisfied with promotion as evidenced by the mean score of 3.982. Of all respondents, 213 (75%) were either satisfied or very satisfied with promotion at their colleges. Only 14 (4.9%) were either unsatisfied or very unsatisfied with this factor. Presidents' perception of promotion and satisfaction with promotion were consistent. As stated above, 75% were either satisfied or very satisfied with promotion and 4.9% were the opposite, while for perception of promotion 73.6% were either high or very high, and 3.2% were very low. These data suggested that community college presidents on average were satisfied with the college's commitment to internal promotion or advancement from within the organization.

The lowest level of satisfaction reported by presidents was with the factor political climates. According to Table 11, the mean score for this factor was 3.713. Table 9 shows that 126 (45%) were either satisfied or very satisfied with

this factor, while the other 55% were either moderately unsatisfied, or very unsatisfied with the political climate. These data revealed that about half of all presidents were satisfied with the political climate and about half were moderately satisfied or unsatisfied with the political climate at their institutions. In addition, be it known that Presidents' perceptions of political climate also received the lowest rating of all organizational climate factors.

The pearson product moment correlation coefficients for satisfaction with the organizational climate factors are presented in Table 12. If the p-value was less than .05, then there was a significant correlation. Correlations would have been negative and significant, or positive and significant. The negative or positive/significant correlation are denoted in Table 12 with an asterisk(*). However, in this correlation table, no negative significant relationships were found.

Through an examination of Table 12, it was evident there was a positive/significant relationship between satisfaction with internal communication and satisfaction with professional development opportunities, organization structural, evaluation, promotion, and regard for personal concerns. These results suggested statistically speaking, the higher the response was for IC2, the higher the response was for OS2, PDO2, EVAL2, PROMO2, and RWP2. Therefore, when

the lines of communication were open, the organizational structure was better, more opportunities for professional development occurred, evaluations and promotion were present, and concerns for well-being and welfare of all individuals were in existence. Furthermore, these results suggested the more community college presidents were satisfied with the organizational structure, the more they were satisfied with the political climate, opportunities for professional development, evaluation, promotion, and regard for personal concerns.

There was a positive/significant relationship between PCL2 and PDO2 and EVAL2. These results suggested the more satisfied the president was with the political the climate, the more satisfied he or she was with professional development opportunities and evaluations. There was a positive/significant relationship between PDO2 and EVAL2, PROMO2, and RWP2. These results suggested the more satisfied the president was with opportunities for professional development, the more satisfied he or she was with evaluation, promotion, and regard for personal concerns. There was a positive/significant relationship between EVAL2 and PROMO2 and RWP2. These data suggested if the president was satisfied with the evaluation process, he or she would give promotions and would care about the well being of all employees. There was also a positive/significant relationship between PROMO2 and RWP2.

Research Question 3

The third research question stated how important is each of eight identified job satisfaction variables to community college presidents in the performance of their specific job responsibilities? The composite for the significance of the eight job satisfaction variables are given in Tables 14 through 16.

The eight job satisfaction variables identified and used in this study were (a) participation in decision-making, (b) power, (c) relationship with peers, (d) relationship with subordinate, (e) relationship with superior (the board), (f) salary, (g) benefits, and (h) professional effectiveness. The codes used for these variables are as follows:

DM = Importance of Participation in Decision-Making

POW = Importance of Power

RWP = Importance of Relationship With Peers

RWSub = Importance of Relationship With Subordinates

RWSup = Importance of Relationship With Supervisor

SAL = Importance of Salary

BENE = Importance of Benefits

PE = Importance of Professional Effectiveness

Each President was asked to rate each factor for job satisfaction on a scale of one to five. Five was the maximum response, and one was the minimum response rating. A rating of five meant that the factor was very important.

Table 14

Importance of Job Satisfaction Variables to Community College Presidents: Frequency Distributions

Factor		Ratings					Totals
		5	4	3	2	1	
PDO	n	142	126	15	1	0	284
	%	50.0	44.4	5.3	0.4	0	100
POW	n	97	105	45	20	13	280
	%	34.6	37.5	16.1	7.1	4.6	100
RWP	n	134	115	26	5	2	280
	%	47.5	40.8	9.2	1.8	0.7	100
RWSub	n	152	114	17	1	0	284
	%	53.5	40.1	6.0	0.4	0	100
RWSup	n	224	51	9	0	0	284
	%	78.9	18.0	3.2	0	0	100
SAL	n	63	148	57	12	4	284
	%	22.2	52.1	20.1	4.2	1.4	100
BENE	n	75	146	43	14	2	280
	%	26.8	52.1	15.4	5.0	0.7	100
PE	n	159	119	5	0	0	283
	%	56.2	42.0	1.8	0	0	100

DM = Importance of Participation in Decision-Making
 POW = Importance of Power
 RWP = Importance of Relationship With Peers
 RWSub = Importance of Relationship With Subordinates
 RWSup = Importance of Relationship With Supervisor
 SAL = Importance of Salary
 BENE = Importance of Benefits
 PE = Importance of Professional Effectiveness

Table 15

Importance of Job Satisfaction Variables to Community
College Presidents: Mean Distributions

Factor	N	Mean	SD	StdErr
DM	284	4.440	0.611	0.036
POW	284	3.903	1.098	0.065
RWP	282	4.326	0.773	0.046
RWSup	284	4.468	0.829	0.037
RWSup	284	4.757	1.098	0.029
SAL	284	3.894	0.842	0.046
BENE	284	3.992	0.829	0.046
PE	283	4.544	0.533	0.031

DM = Importance of Participation in Decision-Making

POW = Importance of Power

RWP = Importance of Relationship With Peers

RWSub = Importance of Relationship With Subordinates

RWSup = Importance of Relationship With Supervisor

SAL = Importance of Salary

BENE = Importance of Benefits

PE = Importance of Professional Effectiveness

Table 16

Importance of Job Satisfaction Variables to Community College Presidents:
Correlation Table

	DM	APC	RWP	RWSup	RWSup	SAL	BENE	PE
DM	1.0000	-0.0332	0.2369*	0.29404	0.1201*	0.0493	0.1342*	0.1734*
POW	-0.0332	1.0000	0.1736*	0.1338*	0.2398*	0.1235*	0.1261*	0.0194
RWP	0.2369	0.1736	1.0000	0.4939*	0.2719*	0.1186*	0.1889*	0.1721*
RWSub	0.2904	0.1338	0.4939	1.0000	0.3777*	0.1076	0.1178*	0.2191*
RWSup	0.1201	0.2398	0.2719	0.3777	1.0000	0.2249*	0.2703*	0.2007*
SAL	0.0493	0.1235	0.1186	0.1076	0.2249	1.0000	0.7549*	0.1050
BENE	0.1342	0.1261	0.4939	0.1186	0.2703	0.7549	1.0000	0.1406*
PE	0.1734	0.0194	0.1721	0.2191	0.2007	0.1050	0.1406	1.0000

* = significant correlation, Alpha level less than or equal to 0.05.

DM = Importance of Participation in Decision-Making

POW = Importance of Power

RWP = Importance of Relationship With Peers

RWSub = Importance of Relationship With Subordinates

RWSup = Importance of Relationship With Supervisor

SAL = Importance of Salary

BENE = Importance of Benefits

PE = Importance of Professional Effectiveness

A rating of four meant that the factor was important. A rating of three was interpreted as moderately important. A rating of two meant the factor was unimportant, and a rating of one meant the factor was extremely unimportant. The ratings for the eight job satisfaction variables are recorded in Table 14.

Through a close examination of the tables and given the results for the eight job satisfaction variables, it is evident that all variables were important, but the three most important factors as evidenced by the mean score in descending order were importance of relationships with supervisor (mean 4.757), professional effectiveness (mean 4.544), and relationships with subordinates (mean 4.4468). On the other hand, the factor that received the lowest mean score was salary (mean 3.894).

According to the data, relationship with supervisor (mean 4.757) was the most important factor. Of all respondents, 275 (96.9%) presidents rated this factor with either a four or five. No president rated this factor one or two, and only nine rated it as moderately important. These data were consistent with the research that presidents strive or deem their supervisors, usually the board of trustees, as significant. Therefore, these data suggested that all presidents across the nation considered the relationship between them and their board of trustees as extremely important.

The next most important was professional effectiveness. Of all presidents who responded, 278 (98.2%) rated this factor as either important or very important. As one probably would assume, no president rated this factor as unimportant. However, only five responded that it was moderately significant. These data suggested that on average all community college presidents wanted to be effective leaders. This result was also consistent with the literature discussed in chapter two.

The third most significant factor of importance was relationship with subordinates. According to Table 15, the mean for this factor was 4.468. Of the respondents, 266 (93.6%) of all presidents rated this factor with either a four or five. Only one rated it as unimportant, and 6% of the chief administrators rated it moderately important. These data suggested that the majority of community college presidents hold their relationship with their administrators, faculty, and staff as important.

The one factor that was least significant in relation to all other factors was salary (mean 3.894). Of the respondents, 211 (96.9%) reported it as important or very important; 57 (20.1%) reported it was moderately important, and 16 (5.6%) stated it was either not important or extremely unimportant. Although this factor was the least important in relationship to the other seven, salary was significant to community college presidents. It was

noteworthy that over 70% of the response rating for each factor received either a four or five; therefore, it was assumed that all of the factors were important to presidents.

The pearson product moment correlation coefficients for question three are reported in Table 16. As previously stated, a relationship is considered significant if the p-value is less than .05. Furthermore, there can be negative or positive significant relationships. However, in this correlation table, all relationships that were significant were positive.

There was a significant relationship between importance of participation in decision-making and importance of relationship with peers, subordinates, supervisors, benefits, and personal effectiveness. These data can be interpreted as the higher the responses were for participation in decision-making, the higher the responses were for relationship with peers, subordinates, supervisor, salary, benefits, and professional effectiveness. In addition, the more important participation in decision-making was for presidents, the more important relationship with peers, supervisor, subordinates, salary, benefits, and professional effectiveness were as well. There was a positive/significant relationships between POW and RWP, RWSUB, RWSUP, SAL, and BENE. These results suggested the more important power was for presidents, the more important

relationship with peers, relationship with subordinates, relationship with supervisor, salary, and benefits were as well. There was also a positive/significant relationship between RWP and RWSup, RWSup, SAL, BENE, and PE. These data suggested the better the president's relationship was with his or her peers, the better the relationship was with his or her subordinates and supervisor, and the better his or her salary, benefits, and professional effectiveness were. There was also a positive/significant relationship between RWSup and RWSup, BENE, and PE. These data suggested the more important the president's relationship was with his or her subordinates, the more important relationship with supervisor, benefits, and professional effectiveness were. There was a positive significant relationship between RWSup and SAL, BENE, and PE. These results suggested the better the relationship was with the president's supervisor, the better his or her salary, benefits, and professional effectiveness was. There was also a positive/significant relationship between SAL and BENE. These results suggested the more important salary was for the president, the more important benefits were as well. Finally, there was a positive/significant relationship between BENE and PE. These data suggested the more important benefits were to the presidents, the more important professional effectiveness was as well.

In addition, presidents were asked to report their overall satisfaction with their position. The mean score for overall satisfaction with position as reported by community college chief executive officers was 4.39. Of the 284 surveys returned, 263 responded to this question. A total of 243 (92.4%) reported they were either satisfied or very satisfied with their position. Because of the very high rating on all the job satisfaction variables, the seven organizational climate factors, and the overall satisfaction with college, Table 17 helped support the assumption that there was a relationship between the organizational climate factors and the job satisfaction variables for community college presidents across the nation.

College President and the Board of Trustees

According to the results from community college presidents, the most important job satisfaction variable was importance of relationship with supervisor (board of trustees), as evidenced by the mean score of 4.757. Of the respondents, 142 (51.4%) presidents stated their board of trustees was appointed, while 133 (48.2%) said their board of trustees were elected (see Appendix B). Since the board is the most important job satisfaction variable, it is noteworthy to discuss some of the findings as they relate to the president and the board. According to Table 18, 245 (86.9%) stated they were very satisfied or satisfied with the board of trustees. Twenty-two (7.8%) said they were

It is also noteworthy to mention that the demographics of boards of trustees were interesting. According to the finding, 67% of board members across the United States were male, and 33% were female. Regarding ethnicity, approximately 1.2% was Asian-American (TOT1), 10.2% was Afro-American (TOT2), 4.1% was Hispanic (TOT3), 82.6% was white (TOT4), 1.7% was Native-American (TOT5), and .32% was other (see Appendix B).

Research Question 4

The fourth research question stated for each of eight job satisfaction variables, is there a significant relationship between measures of job satisfaction and a set of seven measures of satisfaction with organizational climate, as reported by community college presidents? As previously stated, a significant relationship is one that has a p-value less than 0.05. Table 20 gives the correlation coefficients for the eight job satisfaction variables, which were importance of participation in decision making (DM), power (POW), relationship with peers (RWP), relationship with subordinates (RWSub), relationship with supervisor (RWSup), salary (SAL), benefits (BENE), and professional effectiveness (PE); and the seven organizational climate factors, which were satisfaction with internal communication (IC2), organizational structure (OS2), political climate (PC2), professional development opportunities (PDO2), evaluation (EVAL2), promotion

Table 20

The Relationship Between Measures of Job Satisfaction and Measures of Organizational Climate: Correlation Table

	DM	POW	RWP	RWSUB	RWSUP	SAL	BENE	PE
IC2	0.1174*	0.0540	0.0059	0.1592*	0.1606*	0.1684*	0.1732*	0.1941
OS2	0.0549	0.1799*	0.0783	0.1252*	0.1688*	0.2132*	0.1324*	0.0963
PCL2	0.0753	0.0650	0.0095	0.0050	0.0064	0.0850	0.0436	0.1704*
PDO2	0.0585	0.1257*	0.0929	0.1336*	0.1623*	0.1425	0.0901	0.1804*
EVALL2	0.1040	0.0192	0.0616	0.0768	0.1537	0.0981	0.0706	0.1823*
PROMO2	0.0827	0.0668	0.1637*	0.2213*	0.1315*	0.1502*	0.1059	0.0914
RPC2	0.1152	0.0600	0.1684*	0.2967	0.1225*	0.1698*	0.1453*	0.1627*

* = Significant correlation, Alpha level less than or equal to 0.05.

DM = Importance of Participation in Decision-Making

POW = Importance of Power

RWP = Importance of Relationship With Peers

RWSUB = Importance of Relationship With Subordinates

RWSUP = Importance of Relationship With Supervisor

SAL = Importance of Salary

BENE = Importance of Benefits

PE = Importance of Professional Effectiveness

IC2 = Satisfaction with Internal Communication

OS2 = Satisfaction with Organizational Structure

PCL2 = Satisfaction with Political Climate

PDO2 = Satisfaction with Professional Development Opportunities

EVALL2 = Satisfaction with Evaluation

PROMO2 = Satisfaction with Promotion

RPC2 = Satisfaction with Regard for Personal Concerns

(PROMO2), and regard for personal concerns (RPC2). The significant correlation coefficients are denoted with an asterisk (*). It is noteworthy to mention that all significant relationships were positive.

Decision Making

Through a close analysis of Table 18, it was evident that a significant relationship existed between participation in decision making (DM) and organizational climate factor internal communication (IC2). These data suggested that if lines of internal communication were open at the community college, the president was satisfied with other employees' participation in the decision-making process at his or her institution of higher learning.

Power

Through a close analysis of the correlation coefficients, it is evident that there was a significant relationship between the job satisfaction variable power (POW) and the organizational climate factors satisfaction with organizational structure (OS2) and professional development opportunities (PDO2), as noted by the asterisks (*). These data suggested that presidents were satisfied with their power or influence if the administrative operation or hierarchial lines of authority were fair and if he or she had adequate opportunities to pursue and participate in professional development activities.

Relationship With Peers

When this variable was compared with the organizational climate factors, there was a significant relationship between RWP and satisfaction with promotion (PROMO2) and regard for personal concerns (RPC2). These data suggested that a president's satisfaction with his or her peers or other top administrators at the college was related to the college's commitment to internal promotion and its regard for personal concerns.

Relationship With Subordinates

The correlation Table 20 showed that there was a significant relationship between RWSUB and the following organizational climate factors: satisfaction with internal communication (IC2), organizational structure (OS2), professional development opportunities (PDO2), promotion (PROMO), and regards for personal concerns (RPC). These data indicated that a president's relationship with his or her subordinates was related to the college's internal communication, administrative operation, professional development opportunities, advancement from within organization, and its concern for all employees.

Relationship With Supervisor

There was a significant relationship between this job satisfaction variable and the following organizational climate factors: satisfaction with internal communication (IC2), organizational structure (OS2), professional

development opportunities (PDO2), promotion (PROMO2), and regard for personal concerns (RPC2). These findings suggested that internal communication, administrative operation, opportunities to learn, developed and shared innovative practices, opportunities for advancement, and regard for personal concerns were factors in determining how satisfied a community college president was with his board of trustees.

Salary

There was a significant relationship between salary (SAL) and internal communication (IC2), organizational structure (OS2), professional development opportunities (PDO2), promotion (PROMO2), and regard for personal concerns (RPC2). These data suggested that presidents were satisfied with salary when internal communication, organizational structure, professional development opportunities, promotion, and regard for personal concerns were strong at their respective colleges.

Benefits

Table 20 shows the relationship between the job satisfaction variable benefits (BENE) and the organizational climate factors. There was a significant relationship between benefits (BENE) and internal communication (IC2), organizational structure (OS2), and regard for personal concerns (RPC2). These data suggested that if the internal communication, organizational structure, and the regard for

personal concerns were strong at the college, then the president would be happy with his or her benefits. Presidents who report satisfaction with benefits (BENE) also report satisfaction with internal communication (IC2), organizational structure (OS2), and regard for personal concerns (RPC2).

Professional Effectiveness

When reviewing the relationship between professional effectiveness (PE) and the seven organizational relationship factors, there was a significant relationship between professional effectiveness (PE) and satisfaction with political climate (PC2), professional development opportunities (PDO2), evaluations (EVAL2), and regard for personal concerns (RPC2). These data indicated that a community college president was effective when the climate was not too political, opportunities of professional development were available, evaluations were fair and equitable, and a regard for personal concerns was exercised at the college.

Research Question 5

Research question five stated is there a significant difference in the means of eight job satisfaction variables for community college presidents when compared by gender of president ethnic origin of the president, classification of the community college, and length of time served as a

college administrator? The following codes were used for the demographic variables:

G1 = Males

G2 = Females

E1 = Afro-American

E2 = Asian Americans

E3 = Native Americans

E4 = White

SCC = Suburban Community College

UCC = Urban Community College

RCC = Rural Community College

Y1 = Served less than 1 year as a college president

Y2 = Served 1 to five years

Y3 = Served 6 to 10 years

Y4 = Served 10 to 14 years

Y5 = Served 15 years or more

Each of the job satisfaction variables was compared to each of the demographic variables listed above to ascertain if any significant differences were evident. A significant relationship is defined as a p-value less than 0.05.

Through an analysis of the p-values listed under Type III sums of squares for the eight job satisfaction variables, there were no significant differences between the job satisfaction variables, which were participation in decision-making, power, relationship with peers, relationship with subordinates, relationship with

supervisor, salary, benefits, and professional effectiveness, and the demographic variables, which were years of experience, ethnicity, gender, and college classification (see Appendix A). Such a situation could be the result of community college presidents really not differing when controlling for years of experience, ethnicity, gender, and college classification.

Summary

Eight hundred and one surveys were mailed to community college presidents across the nation who were members of the American Association of Community Colleges. A total of 284 surveys were returned, rendering a 35% rate of return. The results of the data gave a profile of community college presidents, their perception of the organizational climate with seven organizational climate factors as in index, and their satisfaction with the organizational climate. Furthermore, the results indicated how important eight different job satisfaction variables were to them in regards to their job performance. In addition, significant relationships were found between the seven organizational climate factors and the eight job satisfaction variables, as they relate to community college presidents. Moreover, the data revealed that there were no significant differences in the means of the eight job satisfaction variables for community college presidents when controlling by gender of presidents, ethnic origin of presidents, classification of

community college, and the length of time served as president. However, significant relationships were found between the eight measures of job satisfaction, which were participation in decision-making, power, relationship with peers, relationship with subordinates, relationship with supervisor, salary, benefits, and professional effectiveness, and the seven factors of organizational climate, which were satisfaction with internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regards for personal concern.

Moreover, there were some significant relationships when correlating the variables of job satisfaction and the factors of organizational climate. All significant relationships had a p value of less than .05. Table 21 gives a summary of significant relationships found between the organizational climate factors and the job satisfaction variable.

Table 21

Summary of Significant Relationships Found Between
Organizational Climate Factors and Job Satisfaction
Variables

<u>Job Satisfaction Variable</u>	<u>Organizational Climate Factors</u>	<u>P Values</u>
Participation in Decision Making	Internal Communication	0.0480
Power	Organizational Structure Regard for Personal Concern	0.0026 0.0358
Relationship with Peers	Promotion Regard for Personal Concerns	0.0059 0.0048
Relationship with Subordinates	Internal Communication Organizational Structure Professional Development Opportunities Promotion Regard for Personal Concern	0.0092 0.0352 0.0245 0.0002 0.0001
Relationship with Supervisor	Internal Communication Organizational Structure Professional Development Opportunities Promotion Regard for Personal Concern	0.0066 0.0044 0.0062 0.0266 0.0394
Salary	Internal Communication Organizational Structure Professional Development Opportunities Promotion Regard for Personal Concern	0.0044 0.0003 0.0166 0.0113 0.0056

Table 21 Cont'd

Summary of Significant Relationships Found Between
Organizational Climate Factors and Job Satisfaction
Variables

<u>Job Satisfaction . Variable</u>	<u>Organizational Climate Factors</u>	<u>P Values</u>
Benefits	Internal	
	Communication	0.0036
	Organizational Structure	0.0269
Professional Effectiveness	Regard for Personal Concern	0.0151
	Political Climate	
	Professional Development Opportunities	0.0043
	Evaluation	0.0023
	Regard for Personal Concern	0.0022
		0.0062

CHAPTER 5 CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to investigate the nature of the relationship between measures of organizational climate and measures of job satisfaction as applied to community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience as a college president. Specifically, the research addressed five questions:

1. How do community college presidents perceive organizational climate at their respective institution, using a set of seven identified factors for climate?
2. Using the same seven climate factors as an index, how satisfied are community college presidents with the organizational climate at their respective institutions?
3. How important is each of eight identified job satisfaction variables to community college presidents in the performance of their specific job responsibilities?
4. For each of eight job satisfaction variables, is there a significant relationship between measures of job

satisfaction and a set of seven measures of satisfaction with organizational climate, as reported by community college presidents?

5. Is there significant difference in the means of eight job satisfaction variables for community college presidents when compared by gender of the president, ethnic origin of the president, classification of the community college, and length of time served as a college administrator?

Conclusions

The Community College President

For the purpose of this study, president was defined as the chief executive officer of an institution; he or she reported directly to a board of trustees. The average community college president in the United States is a white male; this finding supported the research of Vaughan (1989). However, every ethnic/gender combination is represented except black female and Asian-American female. Most of these chief executive officers have been in their positions for 15 years or more. Furthermore, over one-half of the community college presidents surveyed responded that their community college could be classified as a rural institution of higher learning.

Presidents' Perception of the Organizational Climate

Community college presidents reported a strong presence at their colleges of all organizational climate factors,

which were internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns. However, as evidenced by their mean score, regard for personal concern (RPC), internal communication (IC), and professional development opportunities (PDO) received the highest mean score ratings. These data indicated that community college presidents believed they worked in environments where they were sensitive to the personal concerns of all employees, the lines of communication were open, and their college offered many opportunities for one to pursue and participate in professional development activities.

Presidents' Satisfaction with the Organizational Climate

The three highest satisfaction ratings for the organizational climate factors as evidenced by the mean scores were regard for personal concerns (RPC), professional development opportunities (PDO), and promotion (PROMO). Over 90% of all community college presidents were satisfied with their position as chief executive officer, and over 90% were satisfied with the overall operation of their colleges.

Presidents' satisfaction with regard for personal concerns was consistent with their perceptions. The overall satisfaction and perception for regard for personal concern recorded by community college presidents were both above 90%. In addition, as stated in chapter 4 (pg. 88), 91.2% of

the respondents rated professional development opportunities with a high or very high level of satisfaction. These data were also consistent with their perception rating; 94.8% rated this factor four or five as far as perception was concerned for professional development opportunities.

Furthermore, presidents' perception of promotion and satisfaction with promotion were also consistent. Seventy-five percent of the presidents were either satisfied or very satisfied with promotion of faculty and staff, and 4.9% were the opposite. As far as perception, 73.6% reported a high or very high perception, and 3.2% reported a very low perception.

According to the mean scores, the lowest level of satisfaction was reported for the organizational factor political climate. However, the data revealed that about half of all presidents were satisfied with the political climate and about half were moderately satisfied or unsatisfied with the complexity of the college's politics. One-half of all presidents believed that there was room for improvement regarding this factor.

The finding about presidents' satisfaction with the organizational climate and how it related to job satisfaction supported the research discussed in the review of literature by Lunenburg & Ornstein (1991), Witt & Nye (1992), Argyris (1957), Mintzberg (1989), Levy (1989), Deas (1994), Herzberg (1959), and Hutton and Jobe (1985).

Presidents' Belief of Significance of
Job Satisfaction Variables

As evidenced by the frequency distribution ratings, all eight job satisfaction variables used in this study were significant to community college presidents in performing their responsibilities as chief executive officer. These findings supported the prior research in the review of literature which stated all factors were important and related to job satisfaction (Levy, 1989; Carbone, 1991; Fisher, 1994; Vaughan, 1989; Fryer & Lovas, 1990). The three most important factors as defined by the mean scores were relationships with supervisor, professional effectiveness, and relationship with subordinates. The factor that received the lowest mean score was salary. Therefore, it can be concluded that community college presidents hold all eight job satisfaction variables as important; however, of them all, presidents want to have healthy relationships with the board of trustees, faculty, staff, other administrators, and students. Furthermore, since professional effectiveness was significant to community college presidents, it can be assumed that they all desire to be effective administrators who accomplish all of the objectives of their position.

It is noteworthy to mention that presidents reported that the most significant job satisfaction variable was their relationship with their supervisor, the board of trustees. As stated in the literature, the board sets

policy, and it is the responsible of the president to enforce the policy (Vaughan, 1989). Of all presidents, 86.9% were either satisfied or very satisfied with their supervisor, and 13.1% were either moderately or unsatisfied with their board of trustees. Although presidents were somewhat satisfied with their supervisors, there is room for improvement for the board as far as the presidents were concerned. A good, healthy relationship with the board of trustees was the number one satisfier for community college presidents across the United States. These findings supported the research of Vaughan (1989) who stated one of the three main satisfiers for community college presidents was a positive relationship with their entire college.

The Relationship between Measures of Organizational Climate and Measures of Job Satisfaction

Table 21 in Chapter 4 (pg. 115) gave a summary of the significant relationships found between the organizational climate factors and the job satisfaction variables. The organizational climate factors regard for personal concerns (RPC) internal communication (IC), organizational structure (OS), and professional development opportunities (PDO) had the most consistently significant relationships with the job satisfaction variables for community college presidents. Regard for personal concerns had a significant relationship with seven job satisfaction variables, IC had a significant relationship with five, OS had a significant relationship with five, and PDO had a significant relationship with four.

These findings supported the research of Mayo (1933) and Hutton and Jobe (1985).

The greater the college and president's demonstration of RPC, the more satisfied the chief executive officer was with power (POW), relationship with peers (RWP), relationship with subordinates (RWSup), relationship with supervisor (RWSup), salary (SAL), benefits ((BENE), and professional effectiveness (PE). These findings supported the research of Herzberg's (1959) Two-Factor Theory. One of his hygiene factors, personal life, related to regard for personal concerns.

Furthermore, internal communication was an important climate factor. For the purpose of this study, internal communication was defined as the college's formal or informal communication processes and style. In addition, how well does the college articulate its mission, purpose, values, policies, and procedures? The research concluded the more open the lines of communication were at a given institution, the more satisfied the president was when it came to participation in decision-making (DM), relationship with subordinates (RWSup), relationship with supervisor (RWSup), salary (SAL), and benefits (BENE). These findings supported the research of (Gronbeck, 1992; Lunenburg & Ornstein, 1991; Hanson, 1985). These researchers believed (a) communication was the glue that held together any organization and harmonized its parts, and (b) communication

was the process that links the individual, the group, and the organization.

Significant relationships also existed between organizational structure and five of the job satisfaction variables. For the purpose of this study, organizational structure was defined as the college's administrative operation or its hierarchial lines of authority and requirements for operating within the hierarchy. The results of the analysis of the data suggested that the more satisfied the community college president was with the organizational structure at his or her institution, the more satisfied he or she was with his or her level of authority or power, relationship with faculty and staff, relationship with board of trustees, salary, and benefits. These finding did not support the research of Tuckman and Johnson (1987) which concluded that hierarchical organizational structures in education were not effective.

The last most significant relationship was between professional development opportunities (PDO) and several job satisfaction variables. For the purpose of this study, professional development opportunities was defined as the opportunity for all employees to pursue and participate in activities to enhance job performance. There were significant relationships between PDO and RWS_{sub}, RWS_{sup}, SALA, and PE. These results suggested the greater the college's encouragement for professional development

opportunities, the greater the level of satisfaction with relationship with subordinates, supervisor, salary, and personal effectiveness for the president. These findings concurred with the research of Hutton and Jobe (1985) who found that professional development opportunities were a source of job satisfaction for all employees at an institution. These findings also supported the research of Ratcliff (1989) which articulated the importance of training and staff development. In addition, these results related to Herzberg's (1959) discussion on growth, as related to professional development, a motivator for job satisfaction.

Recommendations

Diversity

Through a close examination of the literature and this research study instrument, it was evident that community college presidents lack ethnic diversity. As evidenced by the findings in the study, the majority of community college presidents across the nation were white. Specifically, 89.6% of the chief executive officers were of this ethnic group. Seventy-seven percent of all presidents were white males. Twelve percent were white females. Very few Hispanics, Native-Americans, and blacks held the position as community college president. Furthermore, there were no black female presidents nor were there any Asian-American female presidents.

Boards of trustees must be aware of the lack of diversity among community college presidents. They should do all in their power to support talented and capable minorities in academe and encourage them to pursue career paths that lead to community college president. As higher education prepares for the 21st century, academe must understand the importance of diversity, and boards of trustees recognize that top level administration must be as diverse as the faculty, student body, and society. If diversity is to be honored and valued, then the prediction of Vaughan (1990) that the next generation of community college presidents will likely be equally homogeneous must not occur.

Organizational Climate Factors Related to Job Satisfaction

Colleges and boards of trustees who want to enhance job satisfaction for the community college president must be aware of several organizational factors that are significantly related to job satisfaction. The organizational climate factors regard for personal concerns, internal communication, organizational structure, and professional development opportunities had the most consistently significant relationships with the job satisfaction variables, which were participation in decision-making, power, relationship with peers, subordinates, and supervisor, salary, benefits, and professional effectiveness. Boards of trustees who focus on

these most important areas are likely to enhance job satisfaction for the community college president. Furthermore, if the president is happy and satisfied with his or her position and organization, the employees will more than likely be satisfied as well (Fisher, 1984; Carbone, 1981).

Regard for Personal Concerns

Regard for personal concerns was significantly related to seven of the eight job satisfaction variables. These finding were in agreement with the research of Lunenburg & Ornstein, (1991) and Ratcliff (1989) who believed that concern for individuals was a key contributor to job satisfaction, and that it enhanced climate. According to Reddin (1986), boards of trustees must use the developer style of management in that they give maximum concern for individuals within their organization. Boards of trustees must be concerned about the welfare and well being of the president because he or she helps to chart the educational, social, and economic life of thousands of students, faculty members, and administrators across the nation (Vaughan, 1986).

Internal Communication

Internal communication was significantly related to five of the job satisfaction variables. "Communication is the glue that holds an organization together and harmonizes its parts" (Hanson, 1985, p. 263). These findings supported

the research of Deas (1994) and Vaughan (1986) who believed that communication was linked to climate and job satisfaction. The Board of Trustees should communicate clearly and effectively with the college presidents. Specifically, the president should communicate with the faculty, staff, and board, and the faculty staff and board should communicate with the president. According to Vaughan (1986), one of the major job satisfiers for community college presidents was an open and positive relationship with the community college and the community at large. The aforementioned research was validated because of this study and the specific job satisfaction variables that were significantly rated to organizational climate, namely participation in decision-making, relationship with subordinates and supervisors, salary, and benefits.

Organizational Structure

This organizational climate factor, organizational structure, was significantly related to five of the job satisfaction variables. If boards of trustees and other college personnel want community college presidents to be satisfied with their work environment, they must understand and adhere to the college's hierarchical organizational structure. These findings refuted the research of Tuckman and Johnson (1987) who believed that hierarchical organizational structures in education were not effective. As evidenced by the responses of presidents, this assumption

is not true. Presidents believe the more the board, faculty, staff, and student body work within the hierarchial lines of authority, the better the institution will be in terms of their power, relationship with subordinates, relationship with supervisors, salary, and benefits.

Professional Development Opportunities

The organizational climate factor, professional development opportunities, was significantly related to four job satisfaction variables: relationship with subordinates, relationship with supervisor, salary, and professional effectiveness. These data can be interpreted to mean the more opportunities for professional development that existed, the more satisfied the president was with his relationship with his subordinates and supervisors, and the more effective he or she was as a president. Hutton and Jobe (1985) found, and this research study validated, that professional development opportunities were a source of job satisfaction. Boards of trustees must recognize that presidents want opportunities to develop professionally. One might think that this factor would not be significant because of a president's position, but this study found that presidents wanted to learn, participate, develop, and share innovative practices. An emphasis on the implementation of such a program would allow presidents of community colleges to improve skills, learn new trends and innovations, and enhance job satisfaction and morale (Vaughan, 1986; Kounzes

& Posner, 1987). Furthermore, if presidents are satisfied with the overall operation of the college, the overall organizational climate will be improved.

Summary

The primary purpose of this research study was to ascertain the relationship between measures of organizational climate and measures of job satisfaction as reported by community college presidents. Furthermore, this study was done to ascertain if there were significant differences in means for job satisfaction within the context of organizational climate when controlling for gender, ethnicity, classification of the community college, and number of years of experience. Eight job satisfaction variables were used in the study: participation in decision-making, power, relationship with peers, relationship with subordinates, relationship with subordinates, salary, benefits, and professional effectiveness. Furthermore, seven organizational climate were examined in this study: They were internal communication, organizational structure, political climate, professional development opportunities, evaluation, promotion, and regard for personal concerns. Four organizational climate factors that were significantly related to job satisfaction for community college presidents were: regard for personal concern, organizational structure, opportunities for professional development, and internal communication. Moreover, regard for personal

concerns was significantly related to seven out of eight job satisfaction variables; organizational structure, five out of eight; internal communication, five out of eight; and professional development opportunities, four out of eight. The results of these analyses indicated the need for Boards to be sensitive to the needs and desires of their presidents and all employees.

Perhaps, it would be advantageous to do further research regarding job satisfaction and organizational climate in other areas of education. These areas could be secondary and elementary school administrators, community college faculty members, boards of trustees, or specific groups at the university level.

APPENDIX A
ANALYSIS OF DATA FOR QUESTION 5

15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 258 observations can be used in this analysis.

The SAS System

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September 18, 1996

General Linear Models Procedure

Dependent Variable: Q15 Imp. of Participation in Dec.-making

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	3.99861834	0.36351076	0.97
0.4700				
Error	246	91.74169174	0.37293371	
Corrected Total	257	95.74031008		

	R-Square	C.V.	Root MSE
Q15 Mean	0.041765	13.73637	0.61068
4.44574			

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	0.77004553	0.19251138	0.52
0.7239				
ETHNIC	4	2.88749718	0.72187429	1.94
0.1051				
GENDER	1	0.05285700	0.05285700	0.14
0.7069				
COLCLASS	2	0.28821864	0.14410932	0.39
0.6799				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	0.83884029	0.20971007	0.56
0.6902				
ETHNIC	4	2.92609809	0.73152452	1.96
0.1010				
GENDER	1	0.04249811	0.04249811	0.11
0.7360				
COLCLASS	2	0.28821864	0.14410932	0.39
0.6799				

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 254 observations can be used in this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q16 Importance of Power

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	7.48884595	0.68080418	0.55
0.8707				
Error	242	301.84973673	1.24731296	
Corrected Total	253	309.33858268		

	R-Square	C.V.	Root MSE
Q16 Mean			
3.89764	0.024209	28.65406	1.11683

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	0.79892798	0.19973200	0.16
0.9582				
ETHNIC	4	5.53890216	1.38472554	1.11
0.3523				
GENDER	1	0.01114718	0.01114718	0.01
0.9248				
COLCLASS	2	1.13986861	0.56993431	0.46
0.6338				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	0.93916983	0.23479246	0.19
0.9444				
ETHNIC	4	5.56153886	1.39038471	1.11
0.3502				
GENDER	1	0.00294848	0.00294848	0.00
0.9613				
COLCLASS	2	1.13986861	0.56993431	0.46
0.6338				

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 256 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q17A Importance of Relation. with Peers

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	3.57249133	0.32477194	0.52
0.8885				
Error	244	152.16188367	0.62361428	
Corrected Total	255	155.73437500		

	R-Square	C.V.	Root MSE
Q17A Mean	0.022940	18.27860	0.78969
4.32031			

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	0.44114945	0.11028736	0.18
0.9502				
ETHNIC	4	1.89893328	0.47473332	0.76
0.5514				
GENDER	1	0.40968229	0.40968229	0.66
0.4184				
COLCLASS	2	0.82272630	0.41136315	0.66
0.5180				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	0.13228075	0.03307019	0.05
0.9947				
ETHNIC	4	2.47294269	0.61823567	0.99
0.4129				
GENDER	1	0.35996269	0.35996269	0.58
0.4481				
COLCLASS	2	0.82272630	0.41136315	0.66
0.5180				

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The SAS System

15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 258 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q17B Importance of Relation. with Sub.

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model 0.4203	11	4.41125413	0.40102310	1.03
Error	246	95.77479238	0.38932842	
Corrected Total	257	100.18604651		
Q17B Mean	R-Square	C.V.	Root MSE	
4.46512	0.044031	13.97415	0.62396	

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS 0.4320	4	1.48975022	0.37243755	0.96
ETHNIC 0.2155	4	2.27121831	0.56780458	1.46
GENDER 0.4328	1	0.24033988	0.24033988	0.62
COLCLASS 0.5913	2	0.40994572	0.20497286	0.53

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS 0.2269	4	2.21595443	0.55398861	1.42
ETHNIC 0.2028	4	2.33553545	0.58388386	1.50
GENDER 0.4562	1	0.21686068	0.21686068	0.56
COLCLASS 0.5913	2	0.40994572	0.20497286	0.53

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 258 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q17C Importance of Relation. with Super.

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	1.54003584	0.14000326	0.57
0.8489				
Error	246	59.96771610	0.24377120	
Corrected Total	257	61.50775194		
Q17C Mean	R-Square	C.V.	Root MSE	
4.77132	0.025038	10.34792	0.49373	

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	0.17187892	0.04296973	0.18
0.9505				
ETHNIC	4	1.00098879	0.25024720	1.03
0.3941				
GENDER	1	0.36526832	0.36526832	1.50
0.2221				
COLCLASS	2	0.00189981	0.00094990	0.00
0.9961				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	0.32659179	0.08164795	0.33
0.8543				
ETHNIC	4	1.17410910	0.29352727	1.20
0.3096				
GENDER	1	0.36191211	0.36191211	1.48
0.2242				
COLCLASS	2	0.00189981	0.00094990	0.00
0.9961				

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 258 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q18A Importance of Salary				
Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	8.15028213	0.74093474	1.07
0.3842				
Error	246	169.97374888	0.69095020	
Corrected Total	257	178.12403101		
Q18A Mean	R-Square	C.V.	Root MSE	
3.91473	0.045756	21.23351	0.83123	

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	5.65958656	1.41489664	2.05
0.0883				
ETHNIC	4	0.58226763	0.14556691	0.21
0.9324				
GENDER	1	0.59567759	0.59567759	0.86
0.3541				
COLCLASS	2	1.31275034	0.65637517	0.95
0.3882				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	4.85419959	1.21354990	1.76
0.1383				
ETHNIC	4	0.55925575	0.13981394	0.20
0.9369				
GENDER	1	0.53606854	0.53606854	0.78
0.3793				
COLCLASS	2	1.31275034	0.65637517	0.95
0.3882				

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 254 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q18B Importance of Benefits

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model	11	9.00897214	0.81899747	1.22
0.2713				
Error	242	161.89260266	0.66897770	
Corrected Total	253	170.90157480		

	R-Square	C.V.	Root MSE
Q18B Mean	0.052714	20.34763	0.81791
4.01969			

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS	4	4.85263679	1.21315920	1.81
0.1268				
ETHNIC	4	2.94398295	0.73599574	1.10
0.3571				
GENDER	1	0.54731968	0.54731968	0.82
0.3666				
COLCLASS	2	0.66503273	0.33251636	0.50
0.6089				

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS	4	5.34741316	1.33685329	2.00
0.0954				
ETHNIC	4	2.93898267	0.73474567	1.10
0.3580				
GENDER	1	0.55858238	0.55858238	0.83
0.3617				
COLCLASS	2	0.66503273	0.33251636	0.50
0.6089				

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure
Class Level Information

Class	Levels	Values
YEARS	5	1 2 3 4 5
ETHNIC	5	1 2 3 4 5
GENDER	2	1 2
COLCLASS	3	1 2 3

Number of observations in data set = 284

NOTE: Due to missing values, only 257 observations can be used in
this analysis.

The SAS System

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15:36 Wednesday,

September 18, 1996

General Linear Models Procedure

Dependent Variable: Q19 Importance of Prof. Effect.

Source	DF	Sum of Squares	Mean Square	F Value
Pr > F				
Model 0.7677	11	2.14892161	0.19535651	0.67
Error	245	71.58648695	0.29218974	
Corrected Total	256	73.73540856		
	R-Square	C.V.	Root MSE	
Q19 Mean 4.54475	0.029144	11.89386	0.54055	

Source	DF	Type I SS	Mean Square	F Value
Pr > F				
YEARS 0.9396	4	0.23073788	0.05768447	0.20
ETHNIC 0.4700	4	1.04126729	0.26031682	0.89
GENDER 0.1018	1	0.78825392	0.78825392	2.70
COLCLASS 0.8593	2	0.08866253	0.04433126	0.15

Source	DF	Type III SS	Mean Square	F Value
Pr > F				
YEARS 0.8794	4	0.34777152	0.08694288	0.30
ETHNIC 0.5523	4	0.88810476	0.22202619	0.76
GENDER 0.1063	1	0.76780297	0.76780297	2.63
COLCLASS 0.8593	2	0.08866253	0.04433126	0.15

APPENDIX B
ANALYSIS OF DATA FOR BOARDS OF TRUSTEES

September 18, 1996

Variable	N	Mean
MALRAT	283	67.0398748
FEMRAT	283	32.9601252
TOT1	282	1.2156903
TOT2	282	10.1637384
TOT3	282	4.0637505
TOT4	282	82.5678553
TOT5	282	1.7204752
TOT6	282	0.3233705

The SAS System

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MARITAL2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Divorc	11	3.9	11	3.9
Marrie	260	91.9	271	95.8
Single	12	4.2	283	100.0

Frequency Missing = 1

MEMTRU2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Appoint	142	51.4	142	51.4
Elected	133	48.2	275	99.6
Other	1	0.4	276	100.0

Frequency Missing = 8

APPENDIX C
SURVEY INSTRUMENT

Organizational Climate Questionnaire for Community College Presidents

Purpose and Rationale: The purpose of this questionnaire is to gather perceptions about community college climate from Presidents across the United States. President is defined as the chief executive officer, one who reports directly to a board of trustees. Climate is defined as the conditions that affect job satisfaction and productivity. "Climate" to an organization is what "personality" is to an individual.

Design of the Survey: This survey consists of two parts.

Part I includes a set of questions related to your specific community college and your position. **Part I, Section A** asks for your perceptions of general college characteristics. **Section B** asks for responses concerning how satisfied or dissatisfied you are with the same characteristics. **Section C** is an inquiry into your specific job as the College President. **Sections D and E** ask for your overall ratings of your position and of your college.

Part II includes questions pertaining to demographic information.

Please read all questions carefully. All responses will be treated confidentially.

Please return your completed survey by August 22, 1996 to:

Department of Educational Leadership
University of Florida
P.O. Box 117049
258 Norman Hall
Gainesville, FL 32611-7049
Attn: G. L. Evans, Jr.

A self-addressed envelope is provided for your convenience. Thank you for your time and thoughtful participation in this project.

Part I: Organizational and Position Ratings

Instructions: Considering your own experiences at this college, please circle the number of the rating that best represents your opinion or perception. Verbal descriptions of the extremes on the continuum have been provided to assist you in choosing your answers.

Section A. Please rate the level or degree to which the following qualities are present at your community college, with five (5) indicating the highest level of presence and one (1) indicating the lowest level of presence.

1. **Internal communication** - the college's formal and informal communication processes and style (Ex.: articulation of mission, purpose, values, policies, and procedures).

Open communication 5 4 3 2 1 Closed Communication

2. **Organizational structure** - the college's organizational structure and administrative operation (Ex.: the hierarchical lines of authority and requirements for operating within that hierarchy).

Highly structured 5 4 3 2 1 Loosely structured

3. **Political climate** - the nature and complexity of the college's politics (Ex.: the degree to which the President must operate within a political framework in order to accomplish his or her job)

Highly political 5 4 3 2 1 Not highly political

4. **Professional development opportunities** - the opportunity for the President to pursue and participate in professional development activities (Ex.: encouragement to learn, develop, and/or share innovative practices).

Participation highly encouraged 5 4 3 2 1 Participation not encouraged

5. **Evaluation** - the college's procedures for evaluating the President (Ex.: fair and supportive procedures that focus on improvement rather than fault-finding).

Supportive evaluation procedures 5 4 3 2 1 Non-supportive procedures
or

There is no evaluation.

- 6 **Promotion** - the college's commitment to internal promotion and advancement from within the organization (Ex.: career ladders, internship opportunities, etc.)

Internal promotions encouraged & supported	5	4	3	2	1	Internal promotions not encouraged & supported
---	---	---	---	---	---	---

- 7 **Regard for personal concerns** - the President's sensitivity to and regard for the personal concerns of all employees (Ex.: college is supportive and flexible during times of personal emergencies).

Highly sensitivity or concerned	5	4	3	2	1	Low sensitivity or concerned
---------------------------------	---	---	---	---	---	------------------------------

Section B. Please rate your level of satisfaction with each of the college qualities listed below, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

- 8 **Internal communication** - the college's formal and informal communication processes and style (Ex.: articulation of mission, purpose, values, policies, and procedures).

Open communication	5	4	3	2	1	Closed Communication
--------------------	---	---	---	---	---	----------------------

- 9 **Organizational structure** - the college's organizational structure and administrative operation (Ex.: the hierarchical lines of authority and requirements for operating within that hierarchy).

Highly structures	5	4	3	2	1	Loosely structured
-------------------	---	---	---	---	---	--------------------

- 10 **Political climate** - the nature and complexity of the college's politics (Ex.: the degree to which the President must operate within a political framework in order to accomplish his or her job).

Highly political	5	4	3	2	1	Not highly political
------------------	---	---	---	---	---	----------------------

- 11 **Professional development opportunities** - the opportunity for the President to pursue and participate in professional development activities (Ex.: encouragement to learn, develop, and/or share innovative practices).

Participation highly encouraged	5	4	3	2	1	Participation not encouraged
---------------------------------	---	---	---	---	---	------------------------------

- 12 **Evaluation** - the college's procedures for evaluating the President (Ex.: fair and supportive procedures that focus on improvement rather than fault-finding).

Supportive evaluation procedures	5	4	3	2	1	Non-supportive procedures
or There is no evaluation.						

- 13 **Promotion** - the college's commitment to internal promotion and advancement from within the organization (Ex.: career ladders, internship opportunities, etc.)

Internal promotions encouraged & supported	5	4	3	2	1	Internal promotions not encouraged & supported
---	---	---	---	---	---	---

- 14 **Regard for personal concerns** - the President's sensitivity to and regard for the personal concerns of all employees (Ex.: college is supportive and flexible during times of personal emergencies).

Highly sensitivity or concerned	5	4	3	2	1	Low sensitivity or concerned
---------------------------------	---	---	---	---	---	------------------------------

Section C. Please rate how important each of the following factors is to you in your position as President, with five (5) indicating highest level of importance and one (1) indicating the lowest level of importance.

- 15 **Participation in decision making** - the college's process for decision making and opportunities for involvement by instructors and others (Ex.: level of input requested for administrative decisions that involve instructional affairs).

Most important	5	4	3	2	1	Least important
----------------	---	---	---	---	---	-----------------

- 16 **Power** - the degree of power held by the President within the organization (Ex.: decisions made by President are subject to reversal by Board).

Most important	5	4	3	2	1	Least important
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17. **Relationships with colleagues** - the quality of the President's relationships with peers, subordinates, and supervisor (Ex.: atmosphere of mutual collegial respect exists).

a. **With peers:**

Most important 5 4 3 2 1 Least important

b. **With subordinates:**

Most important 5 4 3 2 1 Least important

c. **With supervisor (Board):**

Most important 5 4 3 2 1 Least important

18. **Salary and benefits** - the salary and benefits of the President (Ex.: salary and benefits package are equitable and comparable with colleagues in similar situations).

a. **Salary:**

Most important 5 4 3 2 1 Least important

b. **Benefits:**

Most important 5 4 3 2 1 Least important

19. **Professional effectiveness** - the perceived overall effectiveness of the President in his or her position (Ex.: "Am I successful in accomplishing the objectives of my position?").

Most important 5 4 3 2 1 Least important

Section D.

20. Please circle the level of your overall satisfaction with your position, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

Most satisfied 5 4 3 2 1 Least satisfied

Section E.

21. Please circle the level of your overall satisfaction with your college, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

Most satisfied 5 4 3 2 1 Least satisfied

22. Please circle the level of your overall satisfaction with your relationship with the board of trustees, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

Most satisfied 5 4 3 2 1 Least satisfied

23. Given the significance of the board of trustees as they relate to climate, please circle the level of your overall satisfaction with their willingness to cooperate and be open-minded to your ideas and suggestions, with five (5) indicating the highest level of satisfaction and one (1) indicating the lowest level of satisfaction.

Most satisfied 5 4 3 2 1 Least satisfied

Part II: Demographic Information

Instructions: Please provide the following demographic information by using a check mark or filling in the blank.

- A. Your current position title: _____

B. Number of years you have served as a college administrator:

☐ Less than 1 year ☐ 10 - 14 years
☐ 1 - 5 years ☐ 15 years or more
☐ 6 - 10 years

C. Ethnic group:

☐ Asian American ☐ White/Caucasian
☐ Black/African-American ☐ Native American
☐ Hispanic ☐ Other: (please specify) _____

D. Gender:

☐ Female ☐ Male

E. Marital status:

☐ Single ☐ Married ☐ Divorced

F. Community college classification:

☐ 1. Rural Community College
☐ 2. Urban Community College
☐ 3. Suburban Community College

G. The members of the board of trustees are:

☐ Elected ☐ Appointed ☐ Other (Please Specify) _____

H. Board members' ethnicity (Please write in the number of board members of each ethnic group serving at your institution):

☐ Asian American ☐ White/Caucasian
☐ Black/African-American ☐ Native American
☐ Hispanic ☐ Other (Please specify) _____

I. Board Members' Gender (Please write in the number of board members of the genders listed below):

☐ Male ☐ Female

J. Please use this space to make any comments or observations relating to the content of this survey:

THANK YOU!

Please return this survey in the envelope provided
by Thursday, August 22, 1996

Department of Educational Leadership
 University of Florida
 P.O. Box 117049, 253 Norman Hall
 Gainesville, FL 32611-7049
 Attn: G. L. Evans, Jr.

APPENDIX D
COVER LETTER

August 1, 1996

Dear Colleague:

On behalf of the Institute of Higher Education at the University of Florida, we invite you to participate in a study on organizational climate and job satisfaction as reported by community college presidents. Your participation has been encouraged by Dr. David Pierce and the American Association of Community Colleges (AACC). We expect the results of this research to provide direction for enhancing job satisfaction and improving climate at this most pivotal level of leadership.

We would appreciate your assistance by completing the enclosed questionnaire and returning it to us no later than August 22, 1996. A self addressed envelope is included for your convenience.

All survey responses will be recorded anonymously. If you would like to receive a copy of the survey results, please submit a request to our office under separate cover.

Thank you in advance for your support of this research project. We will be cooperating with the AACC to disseminate the findings as soon as the project is complete.

Cordially,

Dale F. Campbell
Professor and Director

Gilbert Evans, Jr.
Investigator

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BIOGRAPHICAL SKETCH


Gilbert Evans, Jr., was born in Crescent City, Florida. He received a Bachelor's degree in English and a Master's degree in Educational Administration from Florida State University. Mr. Evans is a tenured professor of English at St. Johns River Community College in Palatka, Florida.

Gilbert is the pastor of the House of God Church in Palatka, Florida. He received the "Outstanding Student Award" in 1995 from the Department of Educational Leadership at the University of Florida. Gilbert is also a member of Kawanis International, Florida Association of Community Colleges, Phi Delta Kappa, and Florida Developmental Education Association. He serves as the curriculum chairperson for the House of God Academy and Bible College in Nashville, Tennessee.


I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


David Hoxeyman, Chair
Professor of Educational
Leadership

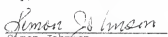
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Art Sandeen
Professor of Educational
Leadership

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Dale Campbell
Professor of Educational
Leadership

I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Philosophy.


Simon Johnson
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This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Philosophy.

December 1996

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